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ABSTRACT

These proceedings begin with a history of the workshop series and a statement of the workshop's goals and purpose, specifically to examine issues related to graduate-level education as an extension staff development activity. A program overview and greetings precede the keynote address on the part graduate education can play in development of extension educators. The next presentation provides information on the state of the art in extension faculty development through graduate-level education in Indiana, Minnesota, Ohio, and Wisconsin. Presentations from five issue sessions address content for extension graduate education programs, working with departments and academic units offering graduate-level extension education (techniques for curriculum changes and modifications), extension schools and off-campus courses, incentives for graduate study, and alternatives to graduate-level learning. Extension and academic perspectives are then offered on graduate education policies and their influence on curriculum. A panel discussion follows on the role of counseling in decision making regarding career development. The final three presentations discuss the role of graduate-level education in extension. Plans of action for 14 states and a workshop evaluation are appended. (YLB)

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Cooperative Extension Service

Extension Faculty Development Through Graduate Level Education

Proceedings

extension faculty development

NCSD

North Central Regional Staff Development Workshop

August 8-10, 1983

Pheasant Run Hotel

St. Charles, IL 60174

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1983 NCSD Planning Committee

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History of the North Central Staff Development Workshops

The workshop is one in a series of programs proposed to the North Central Directors following the 1976 North Central Extension Staff Development Workshop held in Kansas City. At that time, a five year plan was prepared and approved by the North Central Directors. The plan specified that a proposal for each of the workshops be developed and presented to the Directors for approval. To date, the following workshops have been held:

1. Orientation - Nebraska (1979)
2. Program Evaluation - Wisconsin (1980)
3. Inservice Training - Minnesota (1981)

Acknowledgements

"A special thanks to all the people who helped make this workshop and these proceedings possible."

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Purpose

"To provide an opportunity for...(participants)...to examine the issues inherent in and related to graduate level education as an Extension staff development activity for the purpose of strengthening current efforts in these areas."

Goals

The following goals are established with you as participants:

1. To examine the role of graduate level education in staff programs (to specifically examine the role of graduate level education in developing management skills in extension education.)

2. To examine the appropriate way in which graduate level research programs and extension practices can enhance the purposes and function of each.

3. To describe the counseling role of various staff members including the basic structure of and the decision-making process related to graduate level education.

4. To discuss the major issues related to study leave and other policies which impact on the individual professional development goals and the goals/expectations of the organization.

5. To examine policies and procedures as they pertain to extension staff graduate programs.

6. To prepare a list of recommendations which may be utilized by the appropriate administrators and policy formulators to strengthen current program efforts.

List of Speakers

General Session I		
Program Overview	Dr. Edwin Amend	North Dakota
"Greetings"	Dean John Campbell	Illinois
Keynote Address	Dr. Clarence Cunningham	Ohio
General Session II		
Moderator	Dr. Frank Heitland	South Dakota
General Session III		
Presider	Dr. Violet Malone	Illinois
Speaker	Director Norman Brown	Minnesota
Speaker	Dean Helen Peterson	Illinois
General Session IV		
Presider	Ms. Patricia Hernecheck	Illinois
Resource Person	Dr. Harlan Copeland	Minnesota
Reactor Panel	Mrs. Pennie Crinion	Illinois
	Dr. Barbara Froke	South Dakota
	Dr. Jake Wamhoff	Michigan
	Dr. Terry Gibson	Wisconsin
General Session V		
Presider	Dr. Donald Swoboda	Nebraska
Speaker	Chancellor Patrick Boyle	Wisconsin
General Session VI		
Presider	Dr. Patrick Borich	Minnestoa
Discussants	Director Dr. Keith Huston	Ohio
	Director William Oschwald	Illinois
General Session VII		
Presider	Dr. Constance McKenna	SEA-USDA
Speaker	Dr. Denzel Clegg	SEA-USDA
Workshop Issues Sessions		
A.	Dr. Jerald Apps	Wisconsin
B.	Dr. Roger Lawrence	Iowa
C.	Dr. Patrick Borich	Minnesota
D.	Dr. Karen Craig	Indiana
E.	Dr. William Metcalfe	Minnesota

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Program Overview

It is my distinct pleasure to represent the Planning Committee in opening this Conference, and to present an overview of the program. This two and one-half day event is the culmination of some two years of planning and preparation...but it is more. The Conference is another milestone along the path of continuing development for Extension professional staff in the North Central Region.

We are happy to have many conferees from beyond the borders of the North Central Region--we are also pleased to have participants from the realm of adult and continuing education, who are not necessarily employed by a State Cooperative (Agricultural) Extension Service. And it is appropriate to have this mix of participants, for the Conference will address topics which interface the domains of Continuing Education, Cooperative Extension, Organizational Development, and Professional Improvement.

This Conference is the fourth in a five-year series, under the aegis of the North Central State Extension Directors. The members of the North Central Directors Advisory and Program Coordinating Committee (NCDAPCC) are conducting the conferences, which include the topics of Orientation, Inservice, Evaluation, Pre-Service and Graduate Level Training. These regional training events have been designed to augment National Staff Development Workshops or conferences, with the agreement that such national events would take precedence over regional offerings (as happened earlier this summer...).

The activities thus undertaken are consistent with National concerns for Extension Staff Development. In 1977 the Extension Committee on Organization

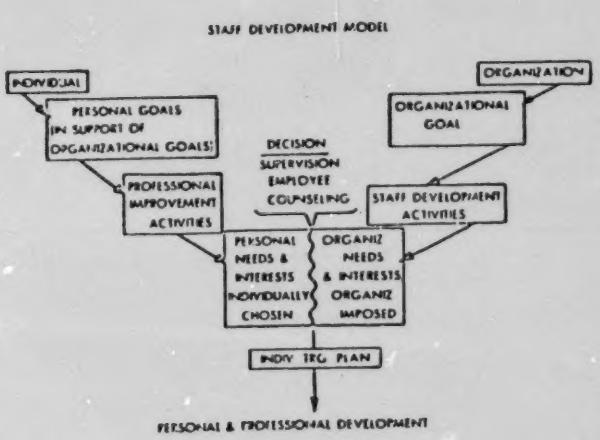
Dr. Edwin H. Amend, Extension Staff Development Specialist, North Dakota State University

and Policy (ECOP) approved a study by the ECOP Subcommittee on Personnel Training and Development (PT&D).

The Subcommittee report is entitled, National Policy Guidelines for Staff Development.(1) The guidelines booklet addresses the need for education of Extension staff under the major headings of Orientation, Continuing In-Service, Graduate Level and Pre-Retirement Education. The PT&D Committee observed that "Extension staff members need a variety of professional development opportunities which will maintain and strengthen professional competencies."

In making their recommendations, the committee recognized that the Extension organization has goals which accrue to the organization itself. But they also recognized that organizations always include persons, and that individual goals and organizational goals are intertwined. The report illustrates the situation with a staff development model. (see figure 1)

Figure 1



(1) National Policy Guidelines for Staff Development, ECOP Subcommittee on Personnel Training and Development, Cooperative Extension Service, University of New Hampshire, Durham.

The model focuses on the interface between individual or personal goals which spawn professional improvement activities, and organizational goals, from which emanate staff development activities.

So it is against a backdrop of national concerns and regional activities in Extension staff development, and within the context of the staff development model, that this conference will explore Extension Faculty Development through Graduate Level Education. The planning committee has developed the Conference around six objectives:

-To examine the role of graduate level education in staff programs to specifically examine the role of graduate level education in developing management skills in Extension Education).

-To examine appropriate ways in which graduate level research programs and extension practices can enhance the purposes and function of each.

-To describe the counseling role of various staff members including the basic structure of and the decision-making process related to graduate level education.

-To discuss major issues related to study leave and other policies which impact on individual professional development goals and the goals/expectations of the organization.

-To examine policies and procedures as they pertain to extension staff graduate programs.

-To prepare a list of recommendations which may be utilized by the appropriate administrators and policy formulators to strengthen current program efforts.

We will work toward meeting those objectives through a variety of activities, including lectures, small group discussion, panel discussion, meetings of state teams, and even a little crystal-ball gazing.

Our speakers and resource persons, whose names and titles appear in the printed program, are nationally recognized authorities in their respective fields. You'll meet them individually during the course of the Conference--at this point I'd like to express the thanks of the planning committee to all of our guest speakers for your contributions to this event.

The committee also expresses our appreciation to Director William Oschwald and staff members of the Illinois Cooperative Extension Service for their generosity and unstinting cooperation in making this event possible.

I'd like now to introduce the other members of the planning committee: Dr.Pat Borich, Minnesota; Dr. Violet Malone, Illinois, Dr. Don Swoboda, Nebraska; Dr. Harlan Copeland, Minnesota; Dr. Frank Heitland, South Dakota. Special recognition must go to Dr. Violet Malone, State Leader for Extension Education, University of Ilinois at Urbana, who serves as chairperson of the committee.

We encourage the wholehearted participation of all conferees, and trust that you share our enthusiasm for the topic and the task at hand.

Greetings

It is a real privilege to formally welcome, on behalf of the people of Illinois, and certainly our own university, we're very proud of our extension group there, all of you representing the various states, but in particular what you represent as far as extension commitment. I couldn't believe stronger in the job that you all are doing, and be more appreciative of the jobs you're doing as extension workers throughout this country. You have helped bring about a tremendously wonderful thing. As I sat this morning and had a good breakfast I was thinking how inexpensive that food really is, and one of the reasons is because we have a wonderful delivery system that takes the technology and the research findings out to the user group and helps them to prepare, produce and market really an inexpensive source of our food. I know you take great pride in your work, which reminds me of a story that was alluded to in the March issue of Readers' Digest this year, where actor Jack Lemmon shares a few words about his interest in getting into acting. It seems that his father was vice-president of a baking company, and like many fathers he had hoped that his son would follow the pursuit. Instead young Jack had had a little taste of acting in some summer theater work and kind of got hooked on that. So he went to his father and asked him for $300 - which was quite a bit of money, I'm sure, back then - to take a trip to New York City to take a crack at acting. His father said, "I take it that you

Dean John Campbell, College of Agriculture, University of Illinois

don't want to follow in my business." Jack said, "That's right. I want to act." And his father said, "Do you really love acting?" He said, "I think I do." The father said, "Well, I'm going to give you the $300, and you go on and check it out, but I want to leave one thought with you, and that is this: The day that I fail to find romance in a loaf of bread, I'm going to quit the baking business." Now from my perspective, what his father was telling him is whatever you do in life, be sure you feel good about it. Be sure you feel that you're accomplishing something, making some contributions. I think that's what those of you in extension - those of us in agriculture in general - certainly can take great pride in feeling that we're a part of a very important system. You've certainly done it well and I commend you for that.

It's been a long time, nearly 3/4 of a century ago, since Sieman Knapp paved the way toward enactment of the Smith-Lever act which of course created the Cooperative Extension Service which we're so proud of today. Back then I'm sure that the people who were in extension with a B.S. degree were they were a long way ahead of their clientele group. I've thought of this several times, that as I started to school in the first grade - we didn't have kindergarten back where I started, Keith, in fact I still don't think they have it where I came from - but anyway, in the first grade the teacher was a long way ahead of me. But over a period of years, the students kind of catch up. And I think this has happened out in the field: our clientele that we serve have caught up, not totally, but certainly there's not near the gap in the education that there was back when Sieman Knapp started his demonstration plots with the boll weevil and the cotton. This then, I think, leads us to a good reason why we need to continue our education, and I commend you for devoting this particular conference and workshop on graduate education

and faculty/staff development because I think it's important that we keep ourselves renewed, that we keep ahead of our clientele, we keep up with the things that are going on. If you were a graduate of only 5 or 10 years ago in Dairy Science, my area, you probably wouldn't know much about ovary transplants, so you'd need to find out because those are pretty common today throughout most of the industry. And I don't know, Karen, in the Home Economics area, but I'd guess that 5 or 10 years ago that at least the current nutritional guidelines weren't a part of the nutritional courses. So it's important to keep up, and that's another reason why we want to encourage you to make a commitment, to keep yourself well versed, ahead of the clientele group.

Violet Malone tells me that this North Central group is a group that's given great leadership in terms of new programs, program development and participation, and of course we're real proud of that. I don't know what the future holds for extension, but I know pretty much who holds it, and that's people just like you in this room. Now that's a rather awesome responsibility, but it's also a challenge and an opportunity. So I hope that through this conference, the sharing that you will do with each other - and that's one of the real benefits that comes out of a conference like this, is being able to share ideas and experiences and so forth - I'm sure that you all go away from here feeling much more comfortable as you go back home to go into your respective endeavors. I remember a statement that J.C. Penney made to me once. It was my privilege to know J.C. Penney because he gave a rather large Guernsey herd to the University of Missouri where I was a faculty member for nearly 20 years. He visited that farm several times and I had the privilege of picking him up at

the airport and taking him to the farm. We were talking about honesty one day and he said to me, "You know, a lot of people think of honesty as only that kind of honesty that keeps you from taking something that belongs to somebody else, or something along that line, which really is only a part of the law." But he said, "You know, there's really a finer type of honesty, and that's the kind of honesty that keeps you from - that makes you do everything you can to deliver what you're capable of delivering." What he was saying is that there's extraordinary potential in ordinary people if we just get excited about our work. I know that you in extension are very good at that. So I would encourage you to do the maximum amount that you can in this workshop, to take away as many ideas as you can, and also to share with each other. We're particularly pleased that you have chosen this beautiful setting in the northern part of Illinois as a place in which you'll conduct your workshop, and we hope you'll come back often and spend that Alaska money, and other states too. It's a pleasure to be here and I look forward to meeting some of you at the break. Thank you.

Graduate Education in the Development of Cooperative Extension Service Staff

In the recent "Extension in the 80's" document, two brief paragraphs concisely state a summary of the Cooperative Extension Service and its mission, and I quote:

> "Extension's job is education. The service transmits practical information produced by research centers and universities to the public. Extension's aim is to help people identify and solve problems, many times through the use of new technology.
>
> Extension's programs are designed to help fulfill local and state needs, yet these programs are flexible enough to accomodate national objectives. More than 3,000 Cooperative Extension offices throughout the country form an information network that is nationally concieved, yet locally available. Extension's mission is better agriculture, better homes, better communities; in the aggregate a better world." 1

The key concepts in these two short paragraphs include education, research based, and clientele needs. The Cooperative Extension Service must have teachers who can work effectively with people in the identification of problems which reflect the needs of the community and the broader society and who are capable of interpreting research in programs designed to improve society.

In this conference we plan to discuss the role graduate education has in helping our staff become competent in carrying out their function to make the Cooperative Extension Service a more effective organization. Will graduate education help Extension have better teachers, researcher interpreters and program planners?

In the most recent "National Policy Guidelines for Staff Development" published in 1977, a brief paragraph regarding graduate education summarizes

Clarence Cunnungham, Assistant Director CES, Ohio State University

some thinking about advanced degrees:

> "It is generally assumed than an advanced degree increases the competence of an Extension worker and signifies professional growth. Studies tend to substantiate this assumption. Therefore, a state Cooperative Extension Service that is moving toward a more comprehensive staff development program should develop an administrative climate which encourages staff members to engage in continuing education through graduate study." 2

While we may not have adequate studies to substantiate the need for graduate education, we do have evidence to support that the Cooperative Extension Service has taken this statement rather seriously. McCormick and Hoffman (3) in a paper written in the mid 1960's indicated the Cooperative Extension Service had at that time employed 739 personnel with Ph.D. degrees as Extension specialists, with anticipation this would increase to 1,392 by 1970. Today the Cooperative Extension Service nationally has over 2,200 Doctorates on the state specialist staff. 4 Over 5,300 field staff members hold a Master's degree. While I do not have actual figures for field staff in the mid 1960's, I am sure this is a significant trend upwards.

Let me summarize some of the trends taking place in regard to graduate education for Extension personnel:

1) There is a movement toward regarding the Ph.D. degree for state Extension specialists, normally at time of initial employment. As indicated earlier, some 2,200 state specialists in this country have a Ph.D. degree. This is slightly in excess of half of all state specialists in the country.

2) There has been a trend toward requiring the Master's degree at employment time for field agents.

   You will note in Table I that five states out of 11 in the north central region have over half of the field agents with Master's

degrees. My hunch is the state missing in the data will also have in excess of 50% of their field staff with Master's degrees. There are two other states with nearly 50% with Master's degrees. The high percent of advanced degrees is also due in part to the climate that permits advanced study on the job.

3) There has been a trend toward focusing on graduate education for our own emplyees within our states. This is not desirable but I believe it has happened over the last 20 years. We applaud Minnesota Extension Summer School (MESS) for its help toward reversing this trend.

4) Another trend is toward more technical background for Extension people and less on process skills and communications as a part of graduate education.

   Technically educated personnel need some process skills; a process skilled person is of limited value without a field of expertise to teach.

5) In the academic units offering Extension Education courses there has been a trend toward an integration of Departments of Agricultural Education and Extension Eduation.

6) There has been a trend toward requiring greater research expertise by individuals completing a degree who are interested in Extension.

7) There has been a trend toward trying to attain all the needed competencies through in-service education and less emphasis on graduate education. It's time to make a change; graduate education must be significant in our future in Extension is to be dynamic.

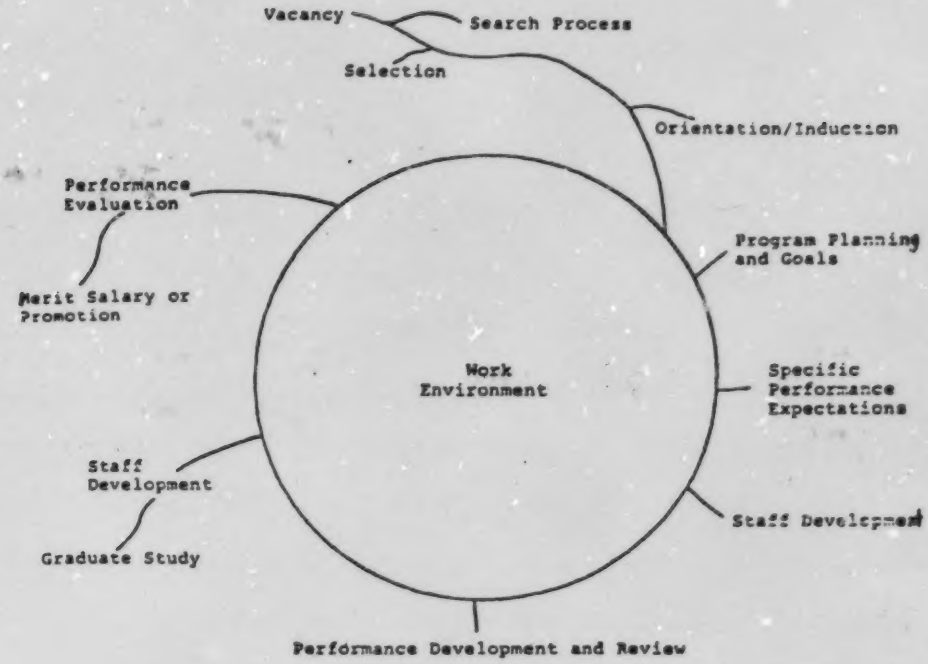
Table 4

Degree status - Cooperative Extension Service Personnel in North Central Region (4)

	State Specialists			Field Agents		
	B.S. %	Master's %	Doctorate %	B.S. %	Master's %	Doctorate %
Illinois	10	42	46	55	44	1
Indiana	9	29	61	42	57	1
Iowa	17	33	50	60	38	2
Kansas	12	49	39	69	31	-
Michigan	7	21	72	44	46	10
Missouri	5	46	49	13	79	8
Nebraska	1	47	52	20	79	1
North Dakota	9	69	22	84	16	-
Ohio	3	24	72	6	93	1
South Dakota	15	54	30	88	12	-
Wisconsin	7	32	60	36	61	3

4 "Mid-Year 1983 Salary Analysis of State Extension Service Positions," USDA Mimeograph, May, 1983.

PERSONNEL DEVELOPMENT MODEL



Source: Borich, Patrick J., "Research Needs in Extension Personnel Development" - Proceedings for the Symposium on Research Needs for Extension Education, Ohio State University Cooperative Extension and Agricultural Education.

In a recent presentation, Patrick Borich from Minnesota presented what he calls a "personal development model." (5) While I view this model as a valuable one, it is no my purpose to explain it in detail because I think Dr. Borich can do a much better job than I. My point in using the model is that graduate education can be a part of the total development of a professional at two significant points: at selection or as part of staff development. Within our state Cooperative Extension Services we must make a decision as to whether we are going to hire the person with an advanced degree, and/or whether we are going to use graduate education as a continuing contribution to the development of the staff and expect advanced degrees or advanced work after the individual is in the organization. If graduate education makes a difference, and I think it does, we have these two options -- we can hire, or we can provide the necessary education along with all the other staff development opportunities as reflected in Dr. Borich's model. The Cooperative Extension Service must identify clear expectations for the role of graduate education for future development when we hire new individuals. Not only must we have clear expectations concerning further graduate education, they must be effectively and frequently communicated. Our expectations will be reflected in many ways, but most importantly will be reflected by the manner in which we provide the climate for additional graduate study.

What should be the graduate curriculum for Extension specialists and Extension field agents? I believe we must start with the job of the specialist or agent. I would like to describe briefly what I view as an ideal state specialist and an ideal field agent. If we can, as an organization, agree on what these ideals might be, recognizing a specific job will differ slightly, we might be able to move more closely toward the needed graduate education for an individual employed by the Cooperative Extension Service.

The state specialist should be highly competent technically in a narrow

discipline. He should be highly conversant in research in the field and be able to effectively communicate this research base with many individuals. At the same time, the ideal specialist should have a broad perspective which permits him to interact to the broader problems of the family or farm. The effective state specialist should be highly qualified as a user of research and qualified to do research. He should be able to interact effectively with researchers and key leaders in his area of the state. I view him as a leader in knowing what is needed for tomorrow. He should be able to interact effectively with state committees, be able to translate technical research into understandable language for the user, be an effective teacher of clientele and agents, and one who has competence to write publications and computer programs.

Our ideal field agent is one who is technically competent in one or two fields of study in which he can be viewed as a leader within his county. His technical competence need not be to the depth of the specialist in a narrow discipline, but in the case of agriculture should be broad based within an industry. This county agent should be highly competent in utilizing research, in interacting with the specialists to learn those things that need to be taught, and to learn the answers to solve local problems. This ideal county agent should be effective in his working with individuals and committees in the identification of local needs. He or she needs to be effective in teaching groups, in preparation of TV, radio and news articles. The ability to effectively respond to individual inquiries continues to be a high priority.

These priorities identified as important for specialists and field agents reflect my thinking as I have worked within the Cooperative Extension Service. Within each of our states we need to clearly identify those competencies needed and to assess what part graduate education can play in the development

of those competencies.

This is a decision which requires considerable in-depth knowledge, expertise, deliberation and development. I think it starts with a thorough job analysis of the various job categories. There have been attempts to identify curriculum efforts through job analysis by the National Curriculum Task Force in the 1960's, by the Youth Curriculum Task Force in the 1970's, the American Institute of Research in the late 1970's, and by numerous staff studies from time to time. Gonzalez (6) has identified competencies needed by Extension personnel relatively recently. His focus was on both county Extension agents and state staff specialists. His list includes:

A. Administration
   1. Manage time effectively
   2. Maintain staff morale
   3. Delegate responsibility and authority

B. Program Planning
   1. Determine needs of clientele for Extension programs
   2. Establish program priorities
   3. Determine objectives of Extension programs

C. Program Execution
   1. Develop rapport with clientele
   2. Provide leadership for program planning and execution
   3. Develop problem solving skills in clientele

D. Teaching
   1. Select nonformal teaching methods and techniques
   2. Employ principles of learning and teaching
   3. Identify and use procedures in teaching adults and youth

E. Communication
   1. Communicate orally to groups
   2. Communicate orally to individuals
   3. Possess listening skills

F. Understanding Human Behavior
   1. Apply principles of motivation
   2. Ability to influence people to accept change
   3. Identify factors influencing people to become involved

G. Professionalism
   1. Maintain professional competence
   2. Establish and maintain a professional philosophy
   3. Identify opportunities for professional improvement

H. Evaluation
   1. Evaluate your performance as an Extension agent
   2. Evaluate the effectiveness of a county or multi-county Extension program
   3. Evaluate the results of an Extension event or activity

I. 4-H Youth
   1. Recruit and train volunteer 4-H leaders
   2. Maintain a working relationship among volunteer 4-H staff
   3. Assist volunteer leaders in organizing 4-H clubs

There are many useful ideas presented in the Gonzalez paper. Competencies in technical agriculture or home economics are not presented in his list. Perhaps with a great diversity of need for technical expertise it might be difficult to identify these, but I would refer each of us to the American Institute of Research study which does note some of the more important technical competencies of county Extension agents. (7)

As Extension educators, interested in developing sound graduate education for Extension employees, we need to make a rather detailed analysis of the concepts implied in Gonzalez's list and from the technical disciplines. Use of the attached model to identify the specific concepts needed at employment or are needed at some point during the career of the employee may be a useful effort.

CONCEPTS NEEDED BY EXTENSION EMPLOYEE

	Institutional Expectation at Employment	Job Competence Demonstration
Process Concepts		
Technical Concepts		

This planning process could be done for all levels of professional workers; the state specialist, the district specialist, the county agent, and the administrator in each appropriate program area. Conceptually, at the same time we can also analyze whether the concepts sould be taught in graduate education, or whether they can be taught through in-service education.

Certainly, it is our hope we can clearly identify concepts which need greater in-depth thought and a concentrated study that can only be attained through graduate education. These include many things in the area of theory and analytical skills. Conceptualization takes time and requires in-depth education: let's not imply that all education can be accomplished in short in-service education.

The Cooperative Extension Service must make an organizational decision regarding graduate education. Many states will say an advanced degree is not necessary and that our personnel can function effectively, but we will encourage those who wish to pursue a degree. Other states will say an advanced degree is not necessary to get started, but to stay with the organization you must have an advanced degree. Other states will take the approach that an advanced degree is a requirement at time of employment. There's not a right or a wrong to these answers. But I trust each of us will move toward the organization having a commitment to encourage the development of individuals who wish to pursue study through graduate education. The Cooperative Extension Service should provide a climate and incentives for advanced study. There should be time to do graduate study. This may mean time on the job each week; it may mean three weeks study; it may mean leaves of absences to do study, The organization must provide support in the form of dollars for graduate education. Minimally, these dollars should be salaries for continued employment, but hopefully we are moving in the direction of providing some financial incentive in terms of payment of fees or other

means of organizational commitment to the encouragement of advanced degrees. An additional aspect of organizational commitment might be some type of policy which encourages some advanced study even by those who have already pursued a "terminal degree," and reward of promotion or salary incentives for certain levels of graduate education.

The Cooperative Extension Service must also function very efffectively in its working relationships with many academic departments as it encourages its employees to do graduate work. I view continued dialogue between those individuals in staff development roles and the graduate chairmen of many academic departments on our campus. When was the last time you had an appointment with a graduate committee chairman in the Department of Agronomy or Animal Science? These kinds of relationships need to be cultivated.

Those departments interested in the future of the Cooperative Extension Service must also make a commitment to provide the opportunity for people interested in the Extension Service to pursue graduate education in their department which will permit them to be effective educators in their discipline. Some concerns I would share with those of you who represent academic departments would be:

1) Do you really provide the flexibility that's necessary for a person pursuing an academic degree to have competence, both in the technical disciplines and as an effective communication and process skills expert?

2) Do you provide education so those people who wish to pursue it on a part-time basis might be able to gain from education in your department?

3) Do you provide the kind of staff to teach and do research who have interest in Cooperative Extension and who will interact effectively with personnel in the field?

4) Are you willing to provide opportunities for graduate education on a three week basis or off campus even though these kinds of options may provide a less than 100% desirable learning situation?

To me, academic departments must make some commitment to provide graduate education in such a fashion that Extension educators can benefit from and participate in it.

Graduate education is important. We need to provide our employees the opportunity to pursue graduate education if they already have a degree or if an additional degree woiuld be desirable. We need to work effectively with all academic departments which provide education useful to Extension employees. We need to have Extension employees who are competent technically, who are competent in the process skills and who are willing to look at the megatrends. We need individuals who view extension as a vital part of an information society; who believe high technology and high touch are important concepts; who believe that self-help is important and that we ought to educate people towards self-help, and who still believe in active participation in decision-making of programming within the Cooperative Extension Service. Those of us in graduate education and in the Cooperative Extension Service must have long passed the "either/or" megatrend and have moved to the multi-optional approach. We need varied and changed graduate education opportunities, but we need in-depth study. We need to be creative in providing the opportunity for our employees to grow and develop.

Footnotes/Citations

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State Reports: Indiana, Minnesota, Ohio, Wisconsin

I think we got off to a great start this morning. Clarence Cunningham, in his keynote remarks, spoke to the concepts, trends, and needed competencies. Now we're going to spend just a little time looking at the state of the art in extension faculty development through graduate level education in four of our North Central states. Each are going to speak to their current program, the existing policies relative to graduate education, and the input of extension staff in graduate program decisions. When we have heard from the four representative states, then we will distribute to you a complilation of the state reports that all of you sent in, so that you can compare your state to other states and see where you might like to suggest, when you're counseling some person interested in doing some graduate work, some possibilities as to programs that are offered in other states. So to lead this off, I think we're going to call on Indiana. Lynn Busse, who will speak to the state of the art in Indiana.

Thank you Frank. Purdue University does offer a Master of Science degree in Extension Education. This option for study came about approximately 15 years ago, in part, at the insistance of Robert Troyer. I did have an opportunity a week or so ago to play golf with Bob and by the way, he is still playing golf, and he indicated I might mention at the conference this week that he misses all of you and would like to be here, but not that badly. Sounds like Troyer, right?

Frank Heitland, Program and Staff Development Coordinator
South Dakota State University

The master's degree in Extension Education brought about an added degree of flexibility in Indiana to the graduate offerings. Naturally we had the master's programs in the specific subject matter areas, most of which are somewhat oriented toward the research side. A master's program in Extension Education is somewhat the opposite, in that we are looking toward a program that offers the types of coursework that would be of greatest benefit to our field staff. We do have requirements in our master's program in Extension Education that are really not extensive, though we do require 3 credit hours of statistics. This is at the graduate level. We do require 6 credit hours of communications and we require a thesis or a special problem oriented program. We have found that this has several advantages. One is not only for the benefit of the individuals from the field staff in being able to pursue and select the coursework that will benefit them most, but also it has an indirect impact in that it helps our extension specialists and many of our other staff members at the university to determine exactly what is going on in the Cooperative Extension Service at the field level.

Many of our people in the department, on state staff, are not familiar with the field activities of the Cooperative Extension service. They do not realize to what extent we are people - oriented. As Clarence mentioned this morning, they tend to be somewhat subject-matter confined and they work primarily in a very narrow subject-matter field. So this has a two-pronged effect in that it does help the subject-matter specialists as well as the field staff. By virtue of having the minimum number of required courses that need to be taken at the graduate level in this

program, we are able to work in conjunction with the specialists and the field staff members to develop a program of study that will benefit them the most. We have in some cases a person that may be agriculturally trained in agronomy, but not having had the opportunity to take a course in entomology; or not having the opportunity to take a course in communications to the degree and depth that they would like to, or need to take. And you know we could go on and on about the coursework that would benefit individuals, and each case is different. Each individual is different, and the needs are different. So this is a very flexible program offering.

Since 1974 we have required that all of our field extension staff obtain a master's degree, or they are hired with a master's degree. We had some very special problems, I think, in regard to this. We are hiring a higher percentage, as time goes on, of our people with master's degree complete. However, for those that are very qualified, meet the other criteria for employment in the Cooperative Extension Service, we do have to give them some special considerations, and the Extension Education program fits into this approach quite well. When we hire a person that has a master's degree complete, as I indicated earlier, they tend to be somewhat research-oriented rather than people-oriented. This is not being critical of those or you that do have a master's degree required, because then you're looking for a specific type of individual. But what we found is happening with the people that have a bachelor's degree, we're able to more nearly tailor their graduate program to meet their needs very specifically. So I guess

those are 2 different schools of thought, both of which have some very definite, positive implications.

Some of the problems that we have encountered is that with a master's degree program we do not always have the total flexibility that we would like to see built into the program, due to distances that some people are located from campus. We are able to transfer in a number of credit hours from one of the other approved colleges or universities into this program when the people from the field come to the main campus at West Lafayette, Indiana.

This is somewhat of a problem, but once again we were able to overcome this, I guess, to a degree, in that we can look at the coursework that's offered. We have become familiar with the instructors at some of the other colleges and universities, and what type of coursework they are really talking about when they say they're coming in with XYZ course that is at a graduate level from this other university. So we are overcoming this somewhat.

Now the other factor, I guess in regard to distance from the main campus, is that we have to cut our residency requirement to a bare minimum, and we have moved away from the 2-year master's degree offering to the 1-year master's degree program, and now we're back to granting educational leave only on a 1 semester basis. When there are 33 semester credit hours required for obtaining a master's degree, this means that this person has to come to the main campus having attained at least half of those credit hours or there's no way you can complete that degree in 1 semester. I guess in some cases this becomes a very difficult situation in that the people who do have a bachelor's degree must

obtain a master's degree within 8 years. And yet we say on the other hand we do not want you to start on your master's degree within your first 2 years of employment in a field position we've cut the time down to 6 years or telling them, then, essentially in 3 or 4 years that they need to get half the credits that they need for the program for the master's degree, and we do restrict the opportunity, I think, for some of our people to really get the best master's degree possible.

This program is directed by a committee that is made up of state specialists and top administrators at Purdue. The state specialists are, for the most part, CES and research or CES and teaching, joint appointments, and they come fromm each of the departments on campus. I'm thinking now of agriculture school and thinking of home economics, thinking of the youth area, and we're able to, I think, spread the word somewhat back to these departments by having these people as members of this advisory committee. They are naturally familiar with the Cooperative Extension Service, but it gives them some added recognition and also give them some authority and some responsibility toward the direction of our field extension operations. So this has worked out quite well.

I alluded to briefly earlier, to one of the added problems of the graduate program is our funding situation, you know, we can talk about quality vs. funding for days on end but how do we make the most effective use of the funds that we have available?

Is this use of our funds directed toward graduate level education of the greatest benefit to the entire system? I think that this is a question we have to continually ask ourselves, and what we're doing in our own extension services. We have 2 courses that deal specifically with Extension Education, and 1 of these is an undergraduate course that provides an exposure to undergraduates at the university as to what the Cooperative Extension Service is all about. We also have a new course that will be offered for the first time this fall. It deals with a graduate level master's — I think it will become a part of the requirement in the very near future — deals with the management, the funding, and various aspects of effective extension service activities. So these 2 courses have arisen really from the agriculture education section of our university, and we're getting excellent cooperation throughout the university in this program.

I think that the things that Clarence also pointed out this morning are the need for a program that is flexible; can address the needs on a part-time basis to our already overworked field extension agents; directed toward staff that have a very vested interest in the informal education process; are all issues that we are attempting to address through our master's program in Extension Education. I think we have a long way to go, but we've made some very positive steps in that direction. Thank you.

I think I forgot to tell you that Lynn Busse is Assistant Director of the Cooperative Extension Service in Indiana. Next we are going to hear from Pat Borich, the Associate Director of Extension in Minnesota and about the graduate programs in Minnesota.

Thank you Frank.

One of the reasons Frank selected Minnesota to report on graduate study education in Minnesota, I think is because it's a model of probably what a state shouldn't do. There is a bunch of nods from Minnesota -- and we have brought a big team here for a reason because we want to learn a lot so that we can improve that. The reason Minnesota was not on that list this morning, Clarence, was pure and simple that first of all, when the information came out, the personnel subsystem was messed up so that we had the wrong numbers in wrong places, and so I haven't let people at ES release those data again until I'm absolutely sure they are correct. The second reason they are not on there is when you look to the percentage of Minnesota agents with advanced degrees, it's so poor we're ashamed. It would be far below the average in the North Central Region, and therein lies one of the problems. We have not focused on graduate education in Minnesota. We have encouraged it in a number of subtle ways, including economic study leaves, which I'll get into, added pay for advanced degrees, but the truth is that most of our staff have said, and I quote, "We can receive a well-rounded education that will prepare us for our responsibilities in extension through a very active staff development program. When we want to specialize, as we've asked some of our agents to do in the past, we immediately set up about a 15-day training program in that particular area, and intensive, and we don't give any credit but at the end they feel, without credit, that they are specialists in that area, and our specialists on campus suggest that they are." They said we really don't need those degrees. Now there are people at the university

who say different, and we are starting to say different, and I'll get into that, but at this particular point we have invested our chips in staff development. We are now trying to re-sort our chips so that they also include graduate education as a part of the total development program. We're starting to practice what we preach, but it's been a while.

We have a number of Extension Education courses, 7, including such things as extension methods, history and philosophy, program development, extension administration, special problems, practicum, and extension in international programs, all of them focusing on extension on a broad basis. But we have no Extension Education program. Instead we have a number of Extension Education-type programs. We have Masters of Education, for instance, in Agriculture Education, in Home Economics Education and Vocational Education. These are professional degrees, at least so-called by our graduate school. We have Masters of Arts in the same fields, we have a master of Agriculture program which again is a professional degree, fifth year postbaccalaureate degree. We have Ph.D's and ED's in Vocational Education and Ph.D's in all of the fields in Agriculture and Home Economics and in Education. All of these -- it is possible to include some of these extension courses in it, but we find the same thing that Clarence was talking about this morning -- very few of our specialist trainees in the department are taking these courses. A number of our undergraduates are taking the courses in program development, and in history and philosophy and in methods, but we have a hiring system that is separate from the course delivery, and we find a whole lot more students taking the courses than ultimately working

in our state we get all done teaching them all these wonderful courses and then we hire from the University of Wisconsin where they don't get a chance to get that.

We have some extension policies that affect it, for instance we have a study leave policy where all of our staff are eligible for a leave, a 3-month leave with pay, after 3 years, and 6 months leave with pay, 2 quarters, after 6 years. Most of these have to be in a graduate program. We make some exceptions, but rarely. We do have some problems with graduate school in acceptance. They ask us for advise and then generally don't follow it. We're not sure that we always are on the same wave length, but as a result of that kind of problem with graduate school, to be frank, extension has been very supportive of the Agriculture Education and Home Economics Education, Master of Education programs and special emphasis for Extension Education. We were, I think, partially responsible for the Master of Education in Adult Education. I know we were a strong supporter of the Master of Agriculture program in which we didn't have to deal with the graduate school. And also in all those programs, by the way, another side advantage is that it allows the students to have a much broader focus in their graduate programs than they would through a regular department and the graduate school. But there are some losses through that same method.

One thing that happened last year is that we do have promotions in academic rank for our field staff. As of last year, a graduate phase-in process, we are requiring now for promotion from Instructor to Assistant Professor, we are requiring acceptance into graduate program. For Assistant to Associate, we are requiring

substantial progress toward an advanced degree. We haven't defined

substantial yet, we're being asked that. But for Associate Professor to Professor, we are requiring an advanced degree. With these promotions goes an automatic $700 increase in salary. We have a lot of people's attention. There are a number of people who are signing up during the last year for advanced degree programs, that are within 5-10 years of retirement.

We also offer an economical reward ($1000) automatic increase in salary when they receive a master's degree. We have $1000 differential when we hire, and we are hiring more with master's degrees. But when they recieve a master's after they've been on the job, they also get an automatic $1000 increase. So with that and promotions, we're talking about $3,100 potential difference, and some people are suggesting it might be worth taking an economic bath for a couple of years to get onto the higher track.

I've already talked about some of our problems, Minnesota graduate school entrance policies. We understand the role of the graduate school but we have some trouble with undergraduate GPA's as being a determining factor after 20 years of experience in extension. They are asked to take a Miller Analogy or GRE, but in many cases they shine in verbal and don't shine in other areas, and they very often don't shine enough to get accepted. So we have an educational job, and Clarence alluded to it this morning why probably part of the responsibility is ours, to help educate both the graduate school and the departments. It is interesting to note that people who were not accepted into graduate school but are accepted into the professional degree, sit in classes with those

accepted into graduate school. And it is also interesting to note that many instructors, not knowing the difference, say the better students are the ones who couldn't get into graduate school. So we have some dilemma as to why acceptance into graduate school on the part of our staff is so important. The problem is they are not all really always acceptable for Ph.D. program. Later, if they want to, some of the courses are and in some cases like the Master of Education in Home Economics, it is possible. We have some going into Ph.D. programs after graduation. But it is a confused bureaucracy that we face, and that I think, is one of the significant problems. Think of all the graduate programs we have in Minnesota, think of all the possible programs that can be developed, and then have an agent in Kitson County be approached to go to graduate school. They look at this Bill Metcalfe, put together some of the requirements for these courses and how many pages was it Bill? - 8, 9, 10 - all different colored paper, and you hand that to potential graduate student, and many times they try to find either another job where a graduate degree isn't required or provide an eloquent plea why a master's degree doesn't mean much. They're in a bind now, however, and part of our job, I think, in this committee here is to try and straighten that out

I would say simply, unless it sounds kind of negative, that extension does have a lot of input into graduate courses. For instance, with the development of MESS we have been identifying courses and had them approved as graduate courses that are very specifically oriented to Extension Education. You don't do that in a system where everything is closed, and there are some department members in the College of Education who question that clientele

ought to have a say, potential students ought to have a say, in what courses are offered, but that's a different basic philosophy between academia in many cases and the extension programming process.

I would also simply suggest that our out-state courses have not been a great number, and in fact I would say that in the last 5 years the number of out-state courses we have offered to our staff has decreased at the same time as we are increasing the pressure for advanced degrees. You can understand that we get a lot of calls suggesting that it didn't seem really too smart that we're forcing people to get advanced degrees, and in order to take out-state courses they have to take them from Iowa State, who will be readily available. This is creating a problem in which we are going to try to turn around - we're going to have to turn it around. But it kind of shows you, think, an example of a leading academic institution - (and I would say Minnesota is still leading in many ways) - not really focusing in any organized way of meeting the graduate program needs of its faculty. I think this is very important -- integrating that graduate program into an ongoing staff development program. That's the conundrum we face, and that's why we brought a lot of people here- we want to go back with some answers.

Thank you, Pat. I think most of us are here for some answers. Next we're going to move to Ohio and Keith Smith, the Leader of Personnel Development in Ohio is going to tell us about the graduate program there.

The graduate program at the Ohio State University is really the Department of Agriculture Education and is identified as a specific curriculum in Extension Education. There are 4 major areas that you can specialize in, in the Department of Agriculture education and they are: Administration and Personnel Development, Youth Programs, Research and Evaluation, and Program Development. Two courses are required to get into Agriculture Education if you have not had an undergraduate degree in Agriculture Education and to go along with the process skills that were mentioned this morning, and that's the AG. ED. 420 which is the under graduate program development course, and the 530 which is the methods of teaching course that we say should be required. Once into graduate school, approximately 48 hours is required, a research course is required, an 885, and Dr. Miller who heads our committee, teaches that course. It's a broad-based course, not just focusing in on Agriculture Education graduate students, but he has some nursing, and education, and of course he has a lot of extension graduate students in there because last year half of the graduate students in Agriculture Education were Extension option students. That will bring us to another problem I'll talk about here later on. Nine hours are required outside of the department, 20 hours in Agriculture Education, so we encourage those in Extension option to look in as we talk about it here and the technical subject matter area, and specialize more in those areas than they have an expertise in.

Some of the extension policies that affect graduate study: master's degree, as was noted in Clarence's presentation, is required for entry level positions in the Ohio extension

service. It was noted as 93%; now that's changing a little bit with recent cutbacks and everything. We're getting all of a sudden, a lot more Program Assistants and Assistant Agents that do not have a master's degree, and of course they're not faculty members as the extension agents are at Ohio -- full faculty rank and the whole business. We're working through that quandary so, Frank, we don't have all the answers, and we're in another stage of flux at this time. Leave without pay can be taken from the university for advanced study. The specific position left will not be guaranteed upon returning, but some positions- sabbatical leaves are available after 7 years at the university, on a reduced-pay basis. That is a very thorough screening process, and having jurisdication for that program, I haven't had the door beaten down by extension agents vying for that sabbatical leave because positions are quite keen to come by in that area. Three week leaves are permitted for advanced graduate study, like to go to Minnesota. Extension faculty are permitted to take 2 classes per quarter while on the job - that's 6 hours worth, and after 3 years with Cooperative Extension Service this would affect somewhat the spouse and family members, they can take courses for half price.

One of the greatest problems we face now in Ohio, of course with the budget situation that everyone else is associated with, is that there's a shortage of Agriculture Education faculty with extension emphasis, and so there's a lack of input, input that we'd like to see on the Agriculture Education faculty from extension. Associates and myself all have partial appointments with Agriculture Education, but still out of the 17 faculty members in Agriculture Education there is only a

.85 FTE input from extension into Agriculture Education, although I would hasten to add that we are encouraged to participate in faculty meetings and retreats, and extension input is valued.

Over half the graduate students in Agriculture Education have the extension option, and until just a little while ago when John came on board, we didn't have too many people that could sit on committees for all these students. Of course, Clarence is dealing with a lot of administrative functions now and doesn't have the time to accept any graduate students, so that falls upon John and myself to take some of these students, Last quarter I had 7 master's students, sat on 12 Ph.D. committees, and - you know,after you read through a few of those/200 page thesis on a 30% appointment, they're getting their money's worth. So I'm saying we've got a shortage and we haven't reached where we'd like to be yet, Eventually down the road we'd like to get the input necessary to get that welding link put in like we'd like. But of course budget constraints are making a mess out of that.

I did bring a graduate brochure and placed it in the back. If you'd like to pick up one of these it would give you an overview of what I've said.

Thank you Keith. We will take time for questions at the end, if some of you have questions of any of these state representatives, that you might want to ask. Our last state that's going to report this morning is Wisconsin, and reporting for Wisconsin is Marvin Beatty, the Associate Dean.

Thank you, Frank. I appreciate the opportunity to be part of this panel. This is the first time I've been to a session like this, and it's a pleasure to have the chance to spend a few

minutes here the first time you come. Let me just say a few things about the state of the art, some issues at Wisconsin that affect graduate education for extension faculty. First of all, let me say something about the state specialist faculty and staff. Almost the entire group that we hire are hired with the Ph.D., so I'm not going to spend a lot of time talking about that, but I would express a concern, the same concern that Clarence Cunningham did, what do you do for an encore, if you will, and I guess that's particularly true in Wisconsin where, in the 1930's, the faculty had a choice between giving up sabbatical leave or taking a cut in salary, and we're still living with the consequences of that decision in that we have almost no sabbatical leave program that's funded by the state and I think that's a real disadvantage. We don't have anything that in the course of a few years a person can look forward to, taking a semester off or something, particularly in extension where there isn't the opportunity for getting research dollar support from a grant or whatever to go and do some study with some colleagues somewhere else. But having said that about the graduate program for the state specialists, let me turn to the part which all of my colleagues have talked about, and that's the faculty and staff and the county and area offices.

Now the policy decision was made many years ago in Wisconsin that the person continuing beyond a 7 year probationary period must have a MS degree. With that - this was in the 60's - there was instituted a modest program of fellowship support to formal graduate education. It helped to support the faculty and the staff who are given educational leave from the county, and some

extension statewide, as they pursue that graduate degree. That fellowship program has suffered, as I'm sure your budgets have, from the effects of inflation the last few years, and that's something we're continuing to struggle with. While people are gone, we do hire an interim agent so that the position is covered during the semester or the year that they are away on graduate study.

Let me just talk a minute about a few current policies, and a bit of their development through shared government, because that was one of the items on the heading of how some policies are developed and how staff are evolved in those. You have to understand that our county and area faculty are part of three large academic departments called community affairs, family development, youth development. Those departments have been in existence anywhere from 9 to 15 years. Now they're academic departments rather than budgetary departments; they don't have the budget responsibilities. Now for many years all the people hired for county and area positions have been hired with MS degree preferred, but not required. About 2/3 of our hires are for people with a bachelor's degree. We've gone back and asked some questions and taken a look at that, because about 3 years ago a faculty study committee took a look at some questions and some of our board of regents were really raising the question, shouldn't the bachelor's degree be the minimum degree required for hiring for somebody who's going to be a faculty member in a county or area office? After a good deal of discussion it was concluded that there would probably be more loss than gain by doing that. A number of faculty who go clear back to the early 60's and came out with a bachelor's degree, who got a master's degree after they'd

been on the job a while, made a rather persuasive argument that they had a much more meaningful master's degree after they'd been out there in extension and had known what kind of education they were engaged in. A master's degree, an attempt for an intensive formal study away from the job, really meant something to them. And that view prevailed, and the study went clear through our system to be part of a policy document on extension accepted by the board of regents about a year and a half ago, and faculty input made some difference in that case. Picking up the story, then, the policy of hiring with a bachelor's degree was questioned because of the pressure it was putting on people who came out with a bachelor's and had to get established in a job, perhaps established as a professional for the first time, get a master's degree, get tenure - all within 7 years. It was putting some intolerable pressure on a number of people, so out of this process - and this is one of the policy changes in recent years - we now have a new type of appointment for people who are hired with a bachelor's degree at a county or area position. The position stays as a faculty position. It can be filled for up to 5 years by a person with a bachelor's degree who's given a title in our academic staff of extension associate. We haven't downgraded the position; that was very importannt, and if a master's degree person was the one who were to prevail in the hiring process it would be as an Instructor or Assistant Professor. There is a possibility for a person with a bachelor's degree to be hired for no more that five 1-year appointments in that position, and by the time that's over they have to have completed their master's degree, and at that point they would be admitted into one of those 3 departments that I mentioned and would start as a probationary faculty member,

either an Instructor or an Assistant Professor, and they would then have the normal 7-year period of probationary faculty to develop their program, ask for a review, and either be promoted to Associate Professor and given tenure, or have a year of terminal notice. So that's been a major change. The fact that a lot of that process, including the notion of developing a position called the Extension Associate, was one in which our faculty played a large part. It was not unilaterally an administrative decision, nor was it unilaterally a faculty decision, but I think it was something which developed really from the best sense of shared government.

Let me say a couple of other things about our graduate program, turning from that change in the roles of various groups in it. More of our county area-based faculty are pursuing graduate studies, or sometimes an entire MS degree, at various institutions in the University of Wisconsin system. To understand that, you have to understand a little about how the university system is organized in Wisconsin. It is a system with an administration, 13 four-year institutions, 13 two-year centers which extend freshman and sophomore courses, and a statewide institution, University of Wisconsin Extension. And of course that's the one Pat Borich said, and I'm sure most of you know him since he labored in the same situation you do for many years. So in that context, UW Extension is an institution working with other institutions in the system - UW Madison, UW Milwaukee, UW wherever. In recent years, since we've been organized that way, we're noticing more of the people who do go for the master's degree going to different institutions of that system. There was a time when everybody came to Madison, when extension was a part of the Madison campus. That's not been true for a long time now, but with the advent of other

institutions, particularly our university into the UW system, we see more people for reasons of convenience, ease of access, chance to take a course or 2 or 3, a semester at a time, much like my colleagues have talked about, taking some of those courses at a nearby institution of the UW system, and then some of them continuing through their entire master's program at those institutions. I don't want to make any value judgements on that. I think you can conclude readily that it gives up a question of how do you evaluate the training, given that diverse source of graduate degrees, and Pat's discovered now who competes with us for all those good home economists. A number of them, for instance - had a tendency to go back there for the master's degree. I don't know if that's good or bad, but they have a strong master's program there. We hire most of our agriculture agents not directly out of school, but most of them got their agricultural training at River Falls UW, and they have a tendency to go back there. Those kinds of things make for a lot of diversity and that's why we have some people like Debbie Ansett, working with Terry, and others, doing some counseling to people who have that master's degree facing them in that 5-year period.

I think my colleagues have talked about a number of the kinds of policies that may be associated with a program of this kind. We have a policy of allowing a person to pick up to 5 credits of graduate study while they're working full time, with reimbursement for tuition and some reimbursement for travel and the like. We try to get some guidance and sense of direction on the nature of the programs through some of the monies that we might put in at that point. Each of our district directors has some discretionary money

to help support faculty who want to take a course or two toward the master as a prelude to the full time year, and normally we give a year of leave with a fellowship if we can stretch our money that far. The district director works with program leaders and with people from staff development and would be the one who makes the decisions on who should do that, is it a good program, and the like. Still I think there is a good deal of diversity in it, and that may be good or it may not be so good in some cases. I don't know.

Finally, I would say that as we look at this, particularly with the kinds of changes we're having in our faculty and the county and area offices where a generation of agriculture agents has just retired, we're getting a whole new concept coming in with new people where they don't want to, as they say, be booking agents for specialists. They want to do their own teaching. And we put a lot of emphasis on teaching by faculty in the field. We're going to need to look not only at this formal graduate education program, but I think we need to look at some of the things you looked at, Pat, and it may well be that if you took the best of both of our systems and added in some of the others, you'd probably have something that I would think would be close to ideal. We're not there yet. Thank you.

The State of the Art

Graduate Level Extension Education Program
North Central Region

Compiled for

North Central Region Staff
Development Workshop
Pheasant Run, St. Charles, IL
August 8-10, 1983

"THE STATE OF THE ART"

Graduate Level Extension Education Programs
North Central Region - 1983

1. Graduate Level Extension Education Programs Available:

ALASKA: Only a few courses via Education Department or a special course offered in selected departments.

GEORGIA: We offer only a Masters of Agriculture Extension degree. Students may specialize in this degree—i.e, Agriculture Home Economics, Adult Education, etc. No thesis is required, only a written problem.

INDIANA: Purdue University offers a Masters of Science Degree in Extension Education. This program was instituted in order to provide flexibility for field agent training. We require that the agents complete 3 credit hours of statistics and 6 credit hours of communications with the balance of the course work at the discretion of the graduate student's committee. We do not offer a Ph. D. program in this option.

IOWA: Graduate courses in Extension Education are taught in the Departments of Agriculture Education, Home Economics Education and the Adult and Extension Education section of the Department of Professional Studies in Education.

KANSAS: M.S. Degree in Extension Education offered by the Department of Adult and Occupational Education in the College of Education.

MINNESOTA: No Extension Education Graduate Program per se but Extension Education graduate courses fit in. Master of Education (AgEd, HEEd, Adult Ed and Voc. Ed), Master of Arts in same fields, Master of Agriculture Ph.D. and EED in Vocational Education, Ph.D. in Education and Ag and Home Ec.

MISSOURI: Students interested in Extension are advised to complete the undergraduate degree in the discipline of their choice, and then complete a Master's degree in a discipline with supporting extension education courses as electives, or enroll for a Master of Science in Extension Education.

MISSISSIPPI: Masters - 4 degrees available in Agriculture and Extension Education. Educational Specialist - this is a minimum of 30 hours in a planned program beyond masters. Doctoral - Education Degree - area of emphasis in Extension Education.

NEBRASKA: There are no graduate level Extension Education programs at the University of Nebraska-Lincoln. For those interested in Extension Education, graduate programs at the Master's Degree level are specifically designed in Agriculture Education or in Adult and Continuing Education.

The doctoral program most applicable to those interested in Extension Education is the Ph.D. or Ed. D. in the Community and Human Resources graduate program in Teacher's College.

All graduate programs at the University of Nebraska-Lincoln are administered through the Graduate College by Graduate Faculty and Graduate Fellows in the various departments that have approved graduate programs.

NORTH DAKOTA: None specifically within Extension. ECOP approved workshops available through National 4-H Council support are meeting some training needs of 4-H specialist staff and county staff. The Department of Agricultural Education does offer graduate majors in Agricultural Education and General Agriculture. Both programs are flexible and can be tailored to fit the objectives of the student. The general agriculture major is especially suited to Extension staff. Extension staff may also pursue graduate degrees in other disciplines within the College of Agriculture.

OHIO: The Graduate level Extension Education program available at OSU is through the Department of Agricultural Education in the College of Agriculture. In the Department of Agricultural Education (Extension option) there are four major areas that one can specialize in - Youth Programs; Administration and Personnel Development; Research and Evaluation; and Program Development.

SOUTH DAKOTA: No extension graduate level degree programs offered, but Master of Education in Agriculture or Home Economics and Adult Education can be adapted to specific needs or interests.

WISCONSIN: 1. MS/MA and Ph.D. program in Continuing and Vocational Education available at UW-Madison and in UW-Milwaukee.
2. MS program in Agriculture available at UW-Madison, UW-Platteville, UW-River Falls. MS in Home Economics available at UW-Madison UW-Stevens Point and UW-Stout.
3. Ph.D. in Agriculture and Home Economics available at UW-Madison.

2. Extension policies that affect graduate study:

ALASKA: University sabbatical leave opportunity. University faculty rank policy influences academic expertise.

GEORGIA: Lack of financial incentive and "top down" decision making on who may attempt a graduate degree.

INDIANA: Indiana has a requirement that all agents employed since January 1, 1974 must have obtained a masters within eight years of employment. In order for a staff member to complete this degree we do offer one semester leave from Extension activities to obtain the degree with the staff member receiving up to full pay. If a longer time period than one semester is required, the pay status is at half pay or less. It is anticipated that the agent will complete a part of the course work while on the job from another college or university or via video network.

IOWA: New staff hired without MS degrees are required to obtain them within 8 years of employment. Staff who have MS degree are required to obtain 3 hours of graduate credit every 5 years. Staff who do not have MS degrees are not required to obtain them must take 5 hours of graduate credit every 3 years. Benefits include 2 weeks of study leave annually and a semester leave with pay.

KANSAS: Extension faculty may be granted a sabbatical leave after six years of service. The sabbatical can be taken for 5 months at full salary or 11 months at half salary.

Faculty may also take up to five hours of credit per semester with approval of their supervisor.

MINNESOTA: Provide study leave (with and without pay) opportunity for field staff must return for one year. Must be accepted in graduate program. Graduate school prohibit staff above rank of Instructor from entering Graduate School. State encouragement of advanced study. Graduate progress conditional on advanced degree. $1000. added to field staff salary when degree is completed.

MISSOURI:

1. Staff can receive 75% reduction in fees for up to six hours of academic credit per semester.
2. Summer study leave - organization matches employee vacation time at 50/50 rate. Required to have completed two years of service if study exceeds six weeks.
3. Semester Study on Full Salary - Requires 3 years of service and 24 days accumulated vacation.

MISSISSIPPI: --

NEBRASKA: Since about 1966, it has been the policy of the University of Nebraska Cooperative Extension Service to upgrade and to employ Extension Agents--Agriculture with a Master's Degree. This degree may be in Agriculture Subject Matter, Agriculture or Extension Education or in Adult Education.

A Master's Degree is preferred for Extension Agents-Home Economics. However, if a Home Economist is employed with a Bachelor's Degree, a Master's Degree must be achieved with six years.

A leave with pay is also possible to attend Extension Summer or Winter Schools or other short-term classes. Leaves without pay are also possible for longer periods of time.

NORTH DAKOTA:

The North Dakota State Board of Higher Education encourages its employees to pursue a program of continuing education for the purpose of improving job competency. All permanent full-time employees are allowed release time from their regular duties for the purpose of enrolling in one academic class per school session, with fees waived.

Faculty members may take developmental leaves up to a period of 12 months, at a university stipend of 75% of the annual salary. Developmental leaves not in excess of six months may be taken at 100% salary. Extension staff are encouraged to pursue graduate study. Staff are also encouraged to participate in sympoia, workshops, and similar short courses, during which they may receive per diem expenses not to exceed $15 per day, and 15 cents per mile for travel, up to a maximum of $750. Scholarship funds that may be granted for the activity are in addition to this provision and shall go to the individual earning the scholarship.

OHIO:

The following are Extension policies that affect graduate study:

1. Masters Degree required for entry level position.
2. Leave without pay can be taken from the University for advance study. The specific position that is left will not be guaranteed upon return, but a position will be available.
3. Sabbatical leaves are available after seven years at the University but on a reduced pay basis. A very thorough screening process is involved on type of graduate work to be done and accomplishments to date. Competition with other faculty members also vying for the positions are keen. Generally not approved to do study for a degree.
4. Three week leaves are permitted for advanced graduate study.
5. Extension faculty are permitted to take two classes per quarter while on the job. (Not to exceed one day per week).
6. After three years with Cooperative Extension Service spouses or other dependents are allowed to take courses at half-price.

SOUTH DAKOTA: Sabbatical leave available; short-term study leave; may take courses while working; up to $1000 added to salary upon completion of degree.

WISCONSIN:
1. Release time and financial support for single course oiferings.
2. Graduate study fellowships available for full-time graduate study.
3. Master's Degree required for continued employment.

3. Special problems or concerns in graduate education faced by Extension faculty or administrators:

ALASKA: Technical subject matter courses that are based on Alask or artic latitude conditions.

GEORGIA: Audience credibility and rigor - trying to maintain a balance between being "practical" and "academically sound."

INDIANA: The special problems encountered entail the distributed location of field staff throughout the state and the distance removed from the university. A special and concern centers on the availability of funds for sponsoring or helping to offset the cost of field staff obtaining a Master's Degree. It may be that in the future we must consider having a Masters Degree complete requirement for employment in CES.

IOWA: Some staff who are working full-time have difficulty in completing an MS degree without resigning temporarily. ISU off-campus courses must have a minimum number of enrollees and this limits the kinds and numbers of courses to be offered. Staff interested in specialized degrees in their subject matter field, (i.e., agronomy, child development, etc.) rarely can obtain those courses unless they are located near a university. With budget cuts, Extension assistantships are very limited.

KANSAS: There is a lack of sufficient scholarships and graduate assistantships for Extension Agents and Specialists wishing to pursue an advanced degree.

MINNESOTA: Minnesota Graduate School entrance and policies not conducive to adult students. Faculty members not always available for counseling. Completing graduate program and working full time is very difficult (outstate location). No organized out-state course program.

MISSOURI:
1. Money
2. Enrollment
3. Quality and relevance

MISSISSIPPI: Difficult to arrange appropriate offerings of techinical classes for part-time graduate students who attend in the evenings.

NEBRASKA: A long-term concern has been the lack of graduate courses in Extension Education. Recently in the Department of Agriculture Education, a course was approved that is entitled, "Program Development in the Cooperative Extension Service." Another proposed course which has not been approved by the Curriculum Committee is offered as an Independent Study. It is entitled, "Administration of Agricultural Agencies and Organizations."

NORTH DAKOTA: There is a perceived problem for acceptable reward within the Extension system for undertaking graduate work. There is also a problem of advancement within the organization--there may be insufficient opportunities to provide incentive to undertake graduate study.

North Dakota State University has had a reciprocal agreement with other state universities and colleges, whereby Extension staff located around the state have been able to take short course or classes with tuition and fees waived. Recently, some of the other universities and colleges have refused tuition-free enrollment to Extension staff. These decisions have been based on budget constraints, but the action has removed one source of study from "out state" staff.

For Extension Home Economists, graduate opportunities in state in Extension are limited to Home Economics Education or a type of communications degree. For those county Home Economists unable to take developmental leave and travel to other parts of the United States, it is difficult to take course work in Extension Administration, Adult Education, or other likely areas of study.

At NDSU there is a real shortage of Extension Education or Extension program development types of graduate courses. The educational courses are directed to classroom or secondary education situations.

It is difficult to find time to attend classes while on the job.

Financial restraints are a continuing concern, particularly for staff with families.

For county Extension staff, it may be difficult to obtain approval of Boards of County Commissioners.

Graduate degree program for Extension staff is very limited--may or may not meet the training needs and goals of the individual.

Filling in the position on a temporary basis while the staff member is gone may be a problem. Particularly important in single-agent counties. Agents may feel insecure with having someone fill the position on a temporary basis--program may sag, or a very competent replacement may pose a threat to the person going on leave.

The problems of faculty and administrators are grossly different. Administrators are faced with covering working responsibilities without increased funding while Extension staff are on leave. Administrators also face the problem of helping returned faculty put their new skills to effective use in continuing programs. May be difficult to provide adequate staff backup and fill-in during the "graduate student's" absence. Difficult to finance both the developmental leave and the backup staff salary.

High cost of living (housing, etc.) away from home. Extension faculty often cannot accept the idea of going to school on less than full salary.

OHIO: The greatest problem faced now in Agricultural Education as far as graduate work with Extension is the shortage of Agricultural Education faculty with Extension backgrounds.

SOUTH DAKOTA: Lack of courses in field;
Lack of incentive of Colleges to offer field courses.

WISCONSIN:
1. Need to focus the graduate study program in an area that will directly impact the county program of county/area faculty.
2. Need to provide internship and graduate study experiences for county faculty who have an interest in statewide specialist position.

4. Input of Extension staff in graduate education program decisions:

ALASKA: Because of limited relevant curriculum and little prospect for substantial future development, we have very limited input.

GEORGIA: Some input provided - but not a lot - at this point I feel such input is not needed.

INDIANA: The input of Extension staff in this regard is primarily on an informal basis. The Director's office provides counseling on a graduate education program and directs the applicant for a Masters program toward the appropriate department and or person in order that they can discuss the needs of the person. The Extension education program is based, as stated before, on the concept of providing the course work that will most help the agent in their work effort.

IOWA: Many professors are present (part-time) or former Extension staff members. Several other Extension staff are members of the graduate faculty and serve on graduate committees.

KANSAS: Several Extension faculty serve on the graduate faculty.

MINNESOTA: Extension asked for input into individual acceptance. Provide needs assessment to department on courses and procedures. Special topics provided through M.E.S.S. MEd development in Adult Education a result of Extension input. Extension has input into what courses are offered outstate.

MISSOURI: Staff identifies area of study in consultation with his/her academic advisor and with the approval of the Regional Director, Program Director, and Director of Training and Staff Development. Staff are encouraged to pursue study related to their job assignment.

MISSISSIPPI: ---

NEBRASKA: Most of the input of Extension staff to graduate education would have an indirect effect. For example, in III above, the Dean and Director of Extension formed a committee which included the Head of Agicultural Education. This committee made recommendations which were prepared in the form of a proposal for new classes which were subsequently reviewed by the curriculum committee.

Another indirect effect would be persons like myself who are on the Extension staff who teach and direct graduate students and serve on Departmental and College Committees.

NORTH DAKOTA: Extension personnel work with their major programs or study department to build their own graduate programs. They do have some opportunity to conduct field problems and research as part of their graduate work. Extension staff are consulted and involved whenever a graduate research study is conducted regarding Extension personnel and programs. Extension staff serve on committees for some graduate students preparing for careers in Extension.

The decision to go to graduate school is an indivdual one. Administration encourages, supports and may help design a program in terms of general direction as it relates to future opportunities within the organization.

Administrators counsel Extension staff who do not have terminal degrees about their probably career/academic progress with and without further academic training. Administratively, it is much simpler to hire people with adequate levels of training for specialist roles than to try to juggle a small staff to support more than very limited graduate training after a person fills a position.

OHIO: At present because of the problem listed in item three, that of a shortage of Agricultural Education faculty with Extension emphasis, there is less input from Extension in the Graduate Education Program decisions than is desirable. Over half of the graduate students in Agricultural Education have identified Extension Education. So Extension views are heavily solicited by the Department in as many matters related to Extension as physically possible.

SOUTH DAKOTA: Input of Extension staff is primarily on an informal basis. May make suggestions - but not true impact. Some staff serve on graduate faculty.

WISCONSIN: ----

Deciding on Content for Extension Graduate Education Programs

In deciding on the content for an Extension Graduate Education Program, four broad areas need to be considered:

1. Philosophical Position
2. Nature of Content
3. Organization of Content
4. Approaches to Offering the Content

I would like to discuss each of these in turn.

1. Philosophical Position. One of the first things to decide is the difference between graduate programs and inservice training programs. First, inservice training programs. Their purpose is to help one do one's job better; and to learn skills and content which are immediately applicable. Generally inservice programs are short term. They relate to a specific agency, business or institution, and in this instance, Cooperative Extension.

Graduate education programs, on the other hand, have as their purpose to assist a graduate student in grasping the foundations of a content area, and in helping the graduate student develop a new perspective and see the world differently from the work-a-day world with which he or she has been most familiar. Another purpose of graduate education is to help graduate students

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sharpen analytic reading, writing and thinking skills. And a further purpose is for graduate education to help one become an autonomous professional--to help one develop the skills for making decisions about actions, about professional development, about all of those kinds of decisions that need to be made by someone who is working as a professional. A graduate education program is often not directly related to the job, although we hope in the long run there is considerable relationship. A graduate education program is provided over time, as someone has pointed out; a seasoning process is required for those involved in graduate education. Graduate education is provided by a college or university and usually leads to a credential--a masters degree, a doctorate or some intermediate level designation.

Until we have clear our philosophical position about graduate programs and inservice training programs, we will have considerable difficulty in figuring out the content for a graduate program. For instance, considering the matter of residency, those persons involved in inservice programs also work full-time and participate in inservice training on a part-time basis. It's my judgment that for both the masters degree, and particularly the doctorate, a considerable length of time for full-time study is necessary for a graduate program to have most meaning.

2. Nature of Content. As we look at Extension graduate education programs there are several issues that quickly come to mind. These are not new issues, we've wrestled with them for many years. For example, to what extent should the courses included as a part of our graduate programs, emphasize the theoretical and to what extent should they emphasize the practical. Obviously there is not

an either/or answer that's involved. Most of us who are involved in graduate education programs would suggest that courses, particularly in adult continuing education, should focus on both the theoretical and practical, but not to short-change the theoretical. The graduate program has one of its major thrusts the introduction of new theory and the application of that theory to a variety of settings.

Another issue when considering the nature of content, is the relationship of content to process. This is again an age-old issue where we debate whether or not it's more important for a returning Extension agent to do a graduate degree in, for example, dairy science or in Extension education. There is no easy answer to this question, but most of us would agree that somehow or another we need to consider both the need for technical content as well as the process of education. In the application this often means examining each Extension agent's background very carefully and deciding if that Extension agent needs more or less of the content courses and the process courses.

3. Organization of Content. Should courses be required or should they be optional? This is another issue that has been debated for years. It is my judgment that the extent to which we can leave the program flexible and allow students to consider a wide variety of courses is to the benefit of the Extension agent or specialist who is working toward an advanced degree. One way of assuring standards and rigor in a program is to insist that at the end of a program when a student is examined he or she will be able to demonstrate knowledge and skills in several core content areas. We should also never attempt to establish a graduate level program that has different standards and thus a different rigor for extension faculty compared to other graduate students.

When we think of the organization of content there are a variety of ways of considering how courses and other learning experiences might be organized in a graduate curriculum. I would suggest three levels of organization. First, foundational courses, second, applied experiences, and third, related courses. The foundational courses for those Extension faculty who are majoring in a department such as Extension or Adult Education include: A. Program Development, B. Teaching/Learning, C. Program Evaluation, D. Philosophy/History, E. Program Leadership, and F. Research. In addition to these foundation courses, and I should add there may be individual reading projects, internships, and special problems courses related to these foundation areas, a student should take related courses. The related courses can be in such areas as sociology, psychology, curriculum and instruction, educational policy studies, philosophy, anthropology, educational administration, political science and the various agriculture production departments, such as, dairy science, meat and animal science, agronomy, depending on that student's interest or assignment. These related courses connect to the foundational courses in two ways. They provide depth and they provide breadth.

Let's take the example of program development. Within the foundation area of program development a student has an opportunity to grasp the basic foundations of how one does programming as it has application to Cooperative Extension and other adult continuing education applications. To gain further depth in program development that student may enroll in courses in departments like Curriculum and Instruction, where the student explores fundamental curriculum theory, alternative curriculum theory, and so on.

Now let me turn to the question of breadth. Breadth is obtained for Extension education people by enrolling in courses in sociology, anthropology, philosophy, and political science, where a broader view of a question is obtained, where a student has the opportunity to see the world differently, from another perspective, through another kind of research, through another set of theories. And so the related courses allow then for depth and breadth. As I mentioned earlier, for those students who need to obtain a balance between a technical content area such as Ag production, i.e. agronomy, dairy science, the student may wish to take advanced courses in those areas in conjunction with the foundation courses from the foundational courses and from the related courses.

So we see content organization at three levels. The foundation courses, the related courses, and the applied experiences.

Finally, as we consider Extension graduate education programs, it seems important that we consider a variety of approaches to offering graduate experiences. Even though I've emphasized the importance of full-time graduate study on campus, all of us realize that a portion of almost every Extension worker's graduate program will be obtained on a part-time basis. And that means opportunities must be made available for graduate level courses that are offered on weekends, that are offered once a week during the evening, that are offered every other Friday for a semester, that are offered over the media, or some combination of these. And we must maintain our standards and our rigor in those courses so that students enrolling in them obtain the same or a better experience than those who attend the same classes on campus. We've got to look toward maintaining flexibility and quality as we consider approaches to offering Extension graduate education programs.

In closing, I would like to point out that graduate education is a very special time in the career of any Extension person. It's a time when that person can move away from his or her work for a time and obtain a new perspective on life, on the profession, on doing Extension work. Graduate work should be viewed as rigorous, challenging kind of activity on the one hand, but on the other we should try in every way possible to make the graduate experiences available and theoretical, yet focused on improving practice.

CONTENT ORGANIZATION

RELATED COURSES	FOUNDATIONAL COURSES	APPLIED EXPERIENCES
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	- PROGRAM EVALUATION	- INTERNSHIPS
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Working with Departments and Academic Units Offering Graduate Level Extension Education Techniques for Curriculum Changes and Modifications

The title of this workshop session suggests that there are conflicts or potential conflicts between goals and objectives of the Extension staff member interested in pursuing a graduate degree in Extension Education and the institution which offers the degree.

The staff member may approach a decision about a graduate degree because it is a requirement for employment, because of peer or adminstrative pressure, because of a desire to improve professionally, or some combination of the above. Many staff members have difficulty in making this decision because of questions they have about the Extension organization. Lack of specificity of the Extension mission, priority programs, priority audiences, or criteria used in staff evaluation cause staff members to raise questions as to what they should be studying in a graduate program. Each person makes the decision based on perceptions held in answer to these and other questions. These perceptions easily translate into expectations in their graduate program. The degree to which these expectations are met translates into satisfaction or dissatisfaction with the graduate program selected.

Staff members enrolled in Extension Education programs need to learn something about how adults learn; why they learn;

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which adults are learning; through what methods or means they are learning; and how the processes of planning, implementing and evaluating educational programs can be accomplished in an effective and efficient manner. Since education is a practice based on knowledge and skills from many areas, there are no formulas which guarantee success. The staff member needs to learn the basics of the educational processes, needs to know how to analyze the educational needs of a target audience, and needs to be skillful in developing strategies to help people learn. These concepts comprise the basics of a graduate program in Extension Education. Not all Extension staff members approach their studies in Extension Education with this understanding.

The positions of the institutions offering programs in Extension Education also need to be examined. Universites are not innovators in making changes based on changing conditions and needs. In fact, universites are slow to recognize the need for changes and to make such changes. This is especially true of changes in curriculum and of changes in delivery systems. Changes in both of these areas are the responsibility of the faculty of the institution and faculty groups are usually the slowest to change. Thus universites are likely to have rules, regulations, requirements and procedures which are not always best adopted to meet the needs of the Extension staff members who are graduate students.

The solution to a more satisfactory graduate study opportunity for an Extension staff member lies in the investment of Extension

staff resources in two areas. One is for Extension to provide a person to counsel with staff members to help them sharpen their goals and objectives and to help them see what alternatives are available to them which would meet their goals. This person must be a skilled counselor who is knowledgeable about all aspects of the Extension organization and about programs, courses, and professors who can help the staff member. In order to be effective, this counselor must have earned the trust and respect of the Extension staff.

The Extension Service must also invest resources in a faculty member or members who can work within the institution to bring about changes in admission requirements, curricula, courses, etc. This requires membership on or influence of faculty committees concerned with admissions and curricula. Respect of faculty members must be earned and this take time. The person or persons in this role are, in reality, linking pin; a part of both the academic and the Extension systems and thus can work both systems to the end of providing as meaningful a graduate program for the Extension staff member as is possible.

Extension administrators need to see the long range potential in this investment, that by providing persons to counsel the Extension staff member who is a potential graduate student and by providing persons who can work within the institution to bring about changes which improve the usefulness of the graduate program to the Extension staff member, they are helping to accomplish the mission of the Extension Service.

Extension Schools and Off-Campus Courses

Thank you Dave. In thinking about this session, back when I thought it was two hours, I thought that the people who would come to this would be interested in exploring with me extension schools and off-campus courses in developmental way because I don't think we need to go through a long history of those types of educational activities, but rather a short one on where we are, and more importantly to spend the better part of two hours on where we are to go because after having headed up the Minnesota Extension Summer School for 5 years, what I know now is that I know a lot less than I should in order to run a school like that and have the impact on the staff development of extension workers all across the country and Canada, simply, because nothing seems to work exactly the way I think it ought to work. My dream was, when we began, that this would be an opportunity for a group of us to band together as states to send,and to collect instructors that might be useful across state boundaries in discussing topics in depth. Some of the topics that could not be discussed in an individual state simply because there might not be enough, there might not be the talent, there might not be the kind of person available, and so rather than having a Terry Gibson, I'll use him for an example because he has taught there all the years, I guess, that if we could get him in a short-term graduate credit environment we could then send students from all our states to that and have some of the workshops and get back to work, but that it would be a conservation of resources as well as a time for interaction. What I've learned is that although some of that happens, it is impossible to predict the kinds of courses that are attractive, the attitude of extension administration in various state boards, the whole approach of our extension staff, both state and county, to short-term graduate training courses. And so what I hoped we would do today is explore this, and we still will.

Dr. Patrick Borich, Assosciate Director, CES, Minnesota

Originally it was John Botten who was asked and myself to try to get some kind of status on graduate programs and offerings that are being offered around the country. Connie McKenna has come with a status that I haven't seen yet, but a draft of it, and so before we go exploring extension summer schools per se I think it would be valuable for the people in this group at least to see what this draft looks like, what implications that might have for both ES and for those of us in staff development roles in the various states, and then maybe out of that we can start to explore. Where does extension summer school, short-term graduate credit offerings, multimedia type graduate course approaches. I think Minnesota is no different than any of your states and we just don't have the resources to do what ought to be done to bring our states up to snuff with regard to graduate credit courses. Maybe the biggest problem we have is the bureaucracies we work for, the institutions that give out these graduate credits, but again maybe it isn't, and so I'd like us to be able to get into that a little bit without a long speech from me, but more importantly with a discussion that might be helpful to all of us. I would like to come out of this session with a chance for you to give me some feedback on planning for Minnesota Extension Summer School. That's why I'm getting paid for this, because I need feedback from people who are in the know in each state, and I have some ideas on what we might like to try but I'm not certain. Maybe what Connie has to say will tell us if that's the wrong road and we have about 3 weeks in which to change and then we're going to have to push another Minnesota Extension Summer School on the board. So to start off with I'd like to turn it over to Connie and have her fill us in on what she learned.

Actually there was some internal discussion of reorganization, but some things that were proposed did not materialize and so we ended up with some things we thought were going to happen but didn't happen.

Seems to me you've got to be really careful not to add categories that the rest of us haven't had a shot at and that's a good example - educational administration. Minnesota's got people who have educational administration degrees from the University of Minnesota but that wasn't - that didn't seem to be the question, or I didn't interpret it that way and I would think that if we're going to use those categories, Connie, that we all have to have another shot at it if it's going to be accurate.

I could drop some categories and for the purpose of what we want, we'd have to add some others, and see what other states are offering.

Another thing you take conversely from what Pat said is that many of our people who get administration degrees do not get them from our unive sity. They get them from another university in our state because they have a school of administration, a school of education. So if you don't need your administrative doctorate you go to Ball State like I did, so I wouldn't put that down.

I think we need to inform people to ask themselves, "What kind of information are you looking for?" What kind would be valuable to you in your state situation to have? Let me cite an example from Minnesota. This draft, if it was filled in, would be extremely useful to me. Our central administration continually thinks that they're giving to agriculture extension with a specific loophole, and I would just love to take selected cases to really solidify our policy which they think is really abnormal and completely ridiculous. So I could really make use of that. I could also make use of the financial assistance because it would be obviously apparent that Minnesota's got a long way to go. We could get a lot more help, I think, if we went out looking for it but we have never really got down to look at where we are compared to other states. Now that to me if it was filled out accurately, I could make a lot of use of that. I don't know what other information that Connie has given us that

could be useful to you.

Are there instate grants? Is there a financial department that will provide so many salaries if I was to send somebody to Wisconsin or Missouri or wherever?

I think the point that we need to get across is that the blue book you have has been extremely useful to us in the past at Minnesota doing just what Floyd talked about.

The things that are on here- the national scholarships and fellowships - are not things that are unknown except that they're not in one place to be written about. This is one little handout, but in this there are things from institutions that are in my mind very much duplicating what this is and I was thinking of not using quite the same thing that the national fellowships or scholarships are.

I'm looking at question 2, what types of short-term graduate level credit course. It seems to me that - now I've not seen this in one place before, No. 1, No. 2, it would be much more useful to me if there was a contact person along the side for each of these so that if one of our staff said, "you know, I'd really like to know more about that Tennessee Winter School, I personally know who you'd contact but I don't think that I know who you'd contact in all of these. I don't see anything wrong with a staff member who's interested in something like that getting a hold of the contact person and getting the information.

I really think we have to restrict ourselves to Extension Education courses. I agree with you 100% but I really feel I am labeling myself an extension educator when I get on the average of 2 a month, somebody coming into my office and saying where should I look for a person in adult education.

If that's the route we go then I think we've got to have a person to contact, what are the courses in that program. I think what we've got here is good but I think we are stopping short.

Another thing is how much on the national level do you want to encourage regional information. A few years ago everybody was interested in what kind of master's program they could find available. Now we have everybody with master's degrees asking the same question for doctorate degrees. Most of the people that we don't go 4, 5, 6 states away. They try to go to what's economically feasible for them to move a family or be gone for a half a year or two years or whatever the requirements are for them to finish. Most are going to go to Ohio State or Wisconsin or where they can get work.

I don't know how you people are set up, but if I was talking about adult education at the graduate level at 4 state universities in Indiana, plus a couple of other schools. Now maybe that's what you need to have.

...I think that would limit it to land grant institutions that are very technically oriented and wouldn't take up some of the adult education curricula that are available.

Some of those are not even useful to extension work.

If you could get accurate information on the master's degrees and the Ph.D's, I don't need the numbers, that doesn't help me.

That is not a bad point. Put somebody's name and phone number as a contact person. I'm pleased that we're getting this together personally because I've been harping ever since 1978 on that thing because we handed that out every year. Right now when our staff comes in and asks me, I say, "Well, there's a 1977 you might want to check and see if somebody's still alive." I really have no other rationale for advising them whatsoever.

I'd like to spend a few minutes on short-term graduate courses because- and I guess I'd like to reserve since we have such limited time-rather than talking about short-term graduate courses how the states northeast of us have to deal differently with a different graduate school. I'd like to focus on summer schools or multi-state kinds of activities really for graduates because I think that's again going back to my original statement, that's where we need some assistance and I can't for the life of me figure out why we can't get those kinds of assistances with the amount of talent that we've got individually. We've got collected even in this building a lot of talent that could do a lot to helping each other accomplish a staff development program. I don't think we've tapped into the graduate course aspect of it, graduate credit in summer school. I think most of it has been staff development kinds of things. I think there is opportunity at the graduate level course no matter how short it is to dig into some things that we could still do on it.

A couple of points I would make. It seems to me based on my experience with winter school at Tucson and summer school at Duluth - there seem to be 2 factors that enter into it and I'd kind of like to open it up for your views and suggestions and then possibly talk about it.

One factor that I believe is absolutely mandatory for short-term graduate courses - in fact I wrote down in my notes QUALITY, QUALITY, QUALITY. I really think that you have to give higher quality than what I can get by with in a graduate level course in my field, and I'm not sure that we have not suffered in the past in many cases by offering graduate level courses that are nothing more than credit applied to taking workshops, but I feel if people invest money and time to participate in the way they're going to Minnesota to take graduate level courses they deserve some real quality kinds of instruction that

they can't get going to inservice education thing. I don't know about you but I have problems with that in Minnesota because a lot of our faculty have a tendency to think that there is not a whole lot of significant between what they do in inservice and what they can do in graduate level course. I don't think we've had a lot of that trouble at Duluth but I have ridden really hard who I didn't feel really cared enough about it to make it a high quality course.

I guess the second point I'm making - and this relates to our clients - our specialists and field staff - the eternal conflict between practicality and feasibility. A lot of our staff who were used to inservice kinds of things expect the same kind of practicality and planning and get weighed down with too much red tape and consequently a lot of our staff who those courses shy away from as much as we would like to put into graduate level course because they don't have all the basics. Then I think we're back again to lower quality kind of courses. How we walk the line with staff development people who are trying to coordinate that quality and still have a course that would be acceptable to the clients who are going to pay the tuition and participate is, I think, a problem that I feel is inherent. I'll never forget the course that was taught at Tucson by an individual who really felt that it was an ideal time to lay as much theory as possible on the extension staff who had come to Tucson for 3 weeks expecting a real practical kind of course, and there was almost an insurrection at the end of 5 days. I mean they were going to string her up, and she was a good teacher who would have worked well in the Minnesota graduate school but in that particular environment the successful teachers, it seems to me, are those who put theory in action and practicality. There were a whole bunch of those who get the theory across but did it in more palatable terms. I

think those are 2 inherent problems that we have to face as organizers and managers of these kinds of things. I see there are a whole bunch of other ones that we could talk about, but I guess I'd like to open it up with one more comment. We organized this with the idea that it would be primarily the North Central Region which would provide an opportunity for our staff to get together with other staff and interact over some education type information. I think we've been relatively successful at that but I'm never sure either in Minnesota or in any other state that that's been integrated into what we consider our staff development program. Even in Minnesota we don't have ownership. We have staff development and then we have that mess up at Duluth that we have to worry about every year. And yet 50 of our staff every year go there. So when I point a finger I'm really pointing it at me as well as the rest. How do we integrate it if in fact it's going to serve a regional purpose? Could it serve a regional purpose? Maybe we shouldn't.

One of the things that I'd like to see happen that relates to inservice as well. I'd like to have a curriculum planned out over the next couple of years so that people can do professional planning. I think we'll do a better job of planning our inservice training if we know what's available. Somehow that has to be done by people like us and we have to have enough information.

Because of the time that's passed they're going to find information and if they're going to go to Minneapolis or wherever - oftentimes we don't get detailed information on the courses very quick. But anything that we can do to get detailed information to us quick so we can get it out, but if we don't have information then you're forced to say that.

I think that's not a bad idea and I'd like to come back to it. We had a new director signed up at Madison to teach the youth course before he was selected

director, and by the time the course occurred, he was the director, the new director of extension, and we had 11 4-H agents out of 80-some participate in a one-week course, which just goes to show you -you know, they'd all have been there if they could have. Under that kind of a situation you would think they'd all wanted to attend as see what kind of a guy he is but they just couldn't make it. We probably do need something in 4-H in the winter but the question I'd like to get back to is, how do we make it in interinstitutional events? If the one in the winter was in Missouri what we do so that I know that I can include that as a part of our staff development program, that there'll be 2 or 3 courses down there that we've just got to have but we just don't have the resources to put it on in Minnesota. I kind of think that what we have right now basically is a summer school that is operated as an entrepreneurial enterprise at Duluth in which we try to seduce as many staff members as we can to come up there, and that's OK, I don't have anything against that, but to me that doesn't really fit in - you know, that's a kind of a nice event, that's the way I use Florida evaluations workshops. You know, somebody really gets hot on evaluations and wants to go to Florida for a week. It isn't part of our evaluation.

I would really like to see a North Central advisory body made up of some of our agents and staff development persons.

In developing and thinking through these graduate courses as carefully as they would for any other kind of graduate course one of the special conflicts I see is between the practicality that is often requested, expected, demanded by our clients the county agents, and the theory that is often requested and expected by the graduate schools, and really if you heard the definitions this morning from Dr. Cunningham and Dean Campbell you would expect that they

anticipate that there's more chance to incorporate theory yet at the same time I think we've got the clients on the other hand who would look to this as not a whole lot different than they would expect from an inservice education in many cases. That conflict, I think, in many cases has a tendency to lower the quality of the course, or could, and then I think you run into all kinds of particular problems. I bring those up because I think they're something that anybody organizing these kinds of courses has to be particularly concerned about. It seems to me that it's more than just my responsibilty in organizing this, or the responsibility of a particular instructor, it's also the particular responsibility of people who sell participation in these kinds of courses as a part of a staff development program.

That brings me up to my second concern, and that is that it seems to me that we started in this with the idea that it would in fact help all of our states in the North Central Region enlarge and improve their staff development program, by allowing - I'll use Terry Gibson as an example - Terry Gibson to teach a course in which a number of people could participate from all the states witnout having Terry Gibson run around and teach that course in each state; allowing us to send particular people to participate in that and come back with some particular information which might be incorporated into some other inservice education or might just be used in the offices that they work in, but that was acquired as a part of a total staff development package. What I sense has been lacking both at Tucson and at Duluth, is any kind of an integration of that into staff developemnt program. I'll use Minnesota as an example. We planned very carefully a staff development program and if there is an overlap into each other we feel really good about it but in most cases we really don't care because the staff development program is being formulated to

meet the needs of our staff and is being formulated to sell and to get students to participate. For instance we do computer training in both cases but the question I would ask is should we? How do you utilize short-term graduate courses - statewide or regional? That's something that was brought up this morning a number of times but to me, I'm very uncomfortable, for instance in the North Central Region, that serves that purpose. Maybe that's an expectation I have that demands some change on my part, but I would like to see the day and especially with tighter resources, when that summer school as well as other kinds of regional - the last group suggested that we have a winter school in the North Central Region. I threw up my hands and they suggested it didn't have to be in Minnesota. But maybe we need 2 of them. Maybe we need an integrated graduate credit program between states as well as within. I guess I'd like to throw that open for some ideas and discussion. One of the things I'd like to hit you with before you leave is a potential list of some courses for next year but that's my fee for participating in this workshop is to get your feedback on that. I'm not sure we have thought through the use of the short-term schools or courses. I don't think we ever did. Back when they were national schools, it seemed to me that we set them up under a lot of directors and a lot of staff development people said they were nice to participate in, and if they flew, they flew, but if they didn't that is not where we're doing much staff development. There were some biases.

Nothing except how does that met the needs of Illinois staff development? The fact that we conduct the school or don't conduct the school has little relationship to what you do or how much money you spend, except to send people there, but that's - maybe you could spend it more wisely elsewhere. The point I'm trying to make is that it's kind of off on the side by itself, doing its

wn thing, and we are making the most use of that kind of a summer school? Tucson was the same thing and its market demand is going down. Is that because of marketing?

Let's go back to your situation. Have you run across cases where your staff has said to you, "My graduate college isn't going to accept any more ..., we've had as much as we're going to take."

The people whose graduate colleges won't accept any more ... don't come, so I don't talk to them.

Do you think that most people who go to it just go, or are working toward a degree? Are they using it that way or are they using it to work beyond a certain program?

Both. I don't know if I have the percentages or not. I made the comment in the last section that I thought 20% of the people came not even knowing what courses were offered. We're going to Duluth next summer and I hope there is a course that I might want to take. Most of the others go based on a particular course, and not a large percentage but a significant percent apply those toward some degree. There are all kinds of motives for why they go and how they participate. I think what we have build up is a reputation for quality. I think the courses have been - I'm not bragging, I just think we had some really good instructors doing some good things and people enjoyed participating in it. But I just keep thinking there's something lacking - as a county agent I used to put on an annual part-time farmers workshop that many of my neighboring county agents discovered was quite effective because many of their part-time farmers were coming to it. And it became more successful when I started involving other agents in the development of it and identifying the needs of a total area

rather than just in an individual county. It met an area need for serving that clientele which most of us in agriculture in that area weren't serving.

Under the marketplace kind of thing, I held it, they attended it, who cares, what's the difference as long as it was successful and people came? But I think it became more successful educationally when it became an area event. I see the same thing happening here, Bob, in response to you. To me, to get the most out of regional interinstitutional graduate credit courses, it seems to me that we have not tapped that in North Central Region in any respect. When you hold an outstanding - well, when we had Marlene Wilson up from volunteers doing a 2-day workshop, 1 credit or whatever it was, on volunteerism, it seems to me we got a request from some agents in Wisconsin that they'd like to participate, we didn't know what to do with them. Do we let them come, don't we let them come? All they want to do is come pay tuition. Regionally I don't think we're at the stage where we know how to deal with those as well as we should. It's not that we - I don't know how many more people we can hold - we can hold a few more but that's not the point. We're losing money- we're not out here to try to sell, I'm just trying to say how do we make the most of that kind of experience in a total staff development program? And if we can't do it, if the marketplace is the only way to do it, then fine,I probably ought to quit worrying.

We don't know how to recruit volunteers. We've made the process so complicated. Anther one is the diversity of adminstration of Cooperative Extension. We teach it as a part of our graduate course at Illinois. There more diversity to it as compared to if it was taught at a place like Arizona or Minnesota. A number of things like that, that one can pick up on initiated it and make people go into those courses and take 1 or 2 as a part of a graduate

program. It isn't something that you can expect to build on in the future.

Yeah, I suppose it could. We could have it in Nebraska in the marketplace. That's how it started, I guess, and maybe that's the way it ought to operate. I know that and used to get really upset because they taught Colorado as a national extension summer school. We never started it as a national or a regional, but the thought that entered my head was that it would be nice if it could serve more than a purpose of - an accidental purpose.

What is the experience at Wisconsin? It was a national center, was it not, and it is no longer. Did that change come about because it was a medical center and the state did not want to support a center, they wanted to do other kinds of things.

Let me just talk a little bit about this and we will quit. Let me tell you what we're going to do at MESS this year. I guess I would just lead the whole topic by saying that I really think regionally that it would be useful for us all to consider how or what kinds of interinstitutional cooperation should be, or would be, appropriate for the development of graduate courses either in a summer school or a -2 or 3 states getting together to hold a course, or the development of some computer correspondence-type graduate courses that might be useful across state boundaries. I guess I don't see any system dealing with that at the present time, even suggesting that Ohio or Wisconsin or somebody develop a packet that might be useful. I do think we're spinning our wheels a lot in graduate courses. Let me just tell you what MESS is going to be like this coming year: we made the decision that we will not have 3 week courses, and all courses will be 1 week in length, and we'll probably offer 25 of them; that one of the tracks will be evaluation, and I have a request in right now for 3 evaluation courses to be 1 week in length, 2 quarter credits each week.

The first one would be extension evaluation fundamentals, second would be evaluation of Home Economics Extension Programs, the third one would be analyzing, interpreting and reporting evaluations. What it would be is that they would be 3 discrete courses, that if somebody wanted to spend 3 weeks at evaluation and to pick up 6 credits and articulate through those 3 courses. This is a proposal, I haven't done it yet.

We've discovered- I'm not going to set these up only for people who- we've set up courses for all those things combined very neatly, and nobody comes.

But if you put Agriculture and Home Economics in the middle then you'll have some that come to Agriculture and some that come to Home Economics.

Could do that, no problem. OK. That was a proposal. We have here on this list, you see there at the bottom, the role in performance appraisal systems, seminar in administration, administrative theory of extension - we could do the same thing. Have 3 administration courses that could articulate. We're talking about doing the same thing with computers, and then the other 2 tracks would be kind of mixed, including some of the courses that I listed here, which could include, Bob, working with volunteers as one of them, could include working with extension committees, could include the public policy course again that was held in the past. These are some other ideas that I've picked up from people along the way. What was suggested at the last session was that we do a 3-year plan for extension summer school, that we set up courses 3 years in a row so that - put it into a paper so that it could be distributed so that it could be included in graduate programs, so that an agent in Wisconsin could say "By golly, in 1986, I plan to be in for that second week to take this course because it fits right into my program, or whatever, volunteerism or whatever it might be. The suggestion last time was that because they don't really know what

the courses are early enough, they don't include them in their graduate programs.

It's a suggestion. I would simply say that based on our past experience, it doesn't fly. That's their marketplace. People look at that and they see it's all theory. They need to make it as practical as can be. That's part of the problem.

How many hours a week will they need?

20. Now, these are not the final courses, these are just some ideas, and what I'd like from you and any others these next 2-3 days, if you happen to think about it, because I plan to discuss this again to see if they have some recommendations.

Is one course a full load?

Yes. Under the 1-week plan, you only take 1 course a week, but then you're done Friday at noon.

What I'd like to suggest from you if you will, and we will go much further, but if you've got any ideas for either other courses or instructors, I've got to have these in the can by October 1 to start the graduate approval process. I've got to have instructors pulling together a curriculum and outlines, so I've got to get above that task pretty soon. I'm going to have to have 15 of them if they're all 1-week courses.

We've had a lot of people with a real significant interest in these assessments. Of course there was a 3-week course last year - followup on your program development - we got 1 person who signed up for it. And I thought that was a hot topic. Obviously I was wrong. How do you assess the needs of your clients?

The topic: extension schools and off-campus courses. We would like to discuss a little bit about the relevance of off-campus courses and schools in extension staff development, some problems and advantages in that, and primarily because of time, focus on schools if we could, summer and winter schools and their place and their role in extension staff development as a regional basis or possibly some other alternatives that might be new or some good suggestions that might be appropriate for the North Central Region to consider.

Before we do that, however, Connie McKenna is in the process of implementing a survey that was started before her appointment with the responsibility of staff development, one that North Central Directors Advisory and Program Committee requested. He asked you to look at what currently is the status of graduate programs , and she's got the first draft of this and we'd like to take at least half of this session to look at that and maybe getting your advice as to what forms of information might be most helpful to you in your state.

One of my biases, it seems to me, with regard to short-term graduate-type courses of 1 week or 2 weeks in duration - and I'm not talking about the type of courses held within the state, my biases do in fact hold there too - an important aspect, it seems to me, quality. Quality of the course. Our graduate school in Minnesota is very suspicious of short-term courses. Some of our instructors I think did resort to these short-term courses as a chance to try out new and different things but without the academic thoroughness in some cases that they put into regular courses. Somehow we've built up, it seems to me, in most graduate schools...

QUESTION 1: List the graduate degree programs designed for or with emphasis toward the Extension educator available from your institution.

DOCTORAL DEGREES	NE	S	NC	W
Number of States in the region.	13*	14**	12	13***
Number of States responding to survey.	9	12	10	10
States having doctoral degrees in Extension education.	1	2	1	0
States having doctoral degrees in adult education, agricultural education, continuing education, education, home economics education, international education with Extension as a major, minor or area of emphasis.	3	7	7	2

AREAS OF STUDY				
States not indicating that a relevant doctoral degree is available.	6	3	2	8
Total number of states offering a doctoral degree relevant for professional development in Extension education.	3	9	8	2

*Includes District of Columba
**Includes Puerto Rico
***Does not include Guam, American Samoa or Micronesia

QUESTION 1: List the graduate degree programs designed for or with emphasis toward the Extension educator available from your institution.

MASTER DEGREES	NE	S	NC	W
Number of States in the region.	13*	14**	12	13***
Number of States responding to survey.	9	12	10	10
States not indicating that a relevant masters degree is available.	3	2	1	2
Total number of States offering a masters degree relevant for professional development in Extension education.	6	10	9	8

AREAS OF STUDY				
States having masters degrees in Extension education.	2	6	4	3
States having masters degrees in adult education, agricultural education, continuing education, education, home economics education, international education with Extension as a major, minor or area of emphasis.	5	7	7	5
States having masters degrees in other related areas--educational administration, communication, community development.	1	1	0	1

*Includes District of Columbia
**Includes Puerto Rico
***Does not include Guam, American Samoa or Mirconesia

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Question 2: What types of short-term graduate level credit courses (summer/winter schools, workshops, etc.) are offered by your institution? Time of year? Frequency? Location?

REGION	STATE	SUMMER	WINTER	NOTES
Northeast	Massachusetts	X	X	Course offerings vary.
	New York	X		1-8 Week courses. Not specifically Extension, but relevant.
	Pennsylvania	X		6 or 8 week sessions in June-August. Annual Summer School. Course offerings vary.
South	Alabama	X		Courses offered in Animal Science, Clothing.
	Florida	X	X	Winter Institute on Evaluation (at Orlando). Other courses vary. Courses from 1-8 weeks.
	Louisiana	X		3-week session, one course offered in Extension on education. Others relevant.
	Mississippi	X		1-week course scheduled ad hoc. Others 3-5 weeks.
	North Carolina	X		In July, 1-3 week Extension Summer School at NC State. Also 3-week courses at Greensboro.
	Tennessee		X	5-weeks (2-6-84 to 3-9-84). In-house Extension staff released to attend at full salary.
	Virginia	X		1st or 2nd summer session. Accelerated Adult and Continuing Education Courses.
North Central	Michigan	X		6-27-83 to 7-23-83, Chautauqua.
	Minnesota	X		3-weeks. Minnesota Extension School. Course offerings vary.
	Missouri	X		Summer Institute on Aging. Five other courses scheduled upon request.
	Wisconsin	X		Alternative weekend masters degree program.
West	Arizona		X	3-weeks (1-23-84 to 2-10-84). Western Region Winter School. Course offerings vary.
	Colorado	X	X	Course offerings vary.
	New Mexico			4-day weekend graduate courses. To be scheduled.
	Utah	X		August, Keyes Seminar.

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uestion 3: What scholarships and/or fellowships are available from your institution to assist xtension personnel interested in pursuing staff development opportunities?

ECTION	STATE	LEAVE POLICY	FINANCIAL ASSISTANCE
	DC	Allows official time for employees to attend some seminar/winter short courses directly related to job assignments.	Scholarships and/or fellowships available from UDC staff have the benefit of remitted tuition.
	MA		Tuition is free for U. of Mass employees and their dependents. A special project, New England Rural Leadership (NERL) provides some limited assistance.
	ME	Sabbatical opportunities after six years of service.	
	NH	After 6 years, one year sabbatical at 1/2 salary. Short-term education leave (3 weeks maximum) at 1/2 cost.	
ortheast		For Pennsylvania Extension staff only-- A) Graduate Study Leave of Absence PS-18; B) Sabbatical Leave PS-17 C) Graduate Study Grants PS-65; D) Extension Study Leave Policy--Policy internal to Pennsylvania Cooperative Extension Service; E) Educational Policies for regular employees PS-36; F) Grant-in-Aid for dependents of members of the University staff PS-37. The above policies apply to all Extension personnel within Penn State University guidelines. Policies E and F apply to nutrition assistants, supervisors, and aides. Permission for regular full-time employees to participate in any of these educational policies is a privilege, not a right of employment.	• Extension Scholarship: $500. Awarded annually to Pennsylvania Extension Agent pursuing graduate education; Sponsor: State Chapter of Epsilon Sigma Phi; NACAA, NAEHE, NAE-4-HA; • Student aid available to <u>any</u> Graduate Student; • Assistantships, fellowships, traineeships, scholarships are awarded by academic departments, PSU Graduate School, Office of Student Aid, or external agencies. Application and review are decentralized; therefore, separate inquiries and applications are necessary; • Extension-sponsored Graduate Assistantships: one or two awarded annually to a College of Agriculture department based on competitive proposal. Department recruits graduate students.

Question 3: What scholarships and/or fellowships are available from your institution to assist Extension personnel interested in pursuing staff development opportunities?

REGION	STATE		LEAVE POLICY	FINANCIAL ASSISTANCE
South	AR			Resident and Research Assistantships.
	FL	1862		One-third time assistantships - $5,500-$5,900, most with waiver of out-of-state tuition.
		1890		Assistantships are offered to qualified graduate students. Fee waivers for up to six (6) semester hours of instruction are offered to pursue course work relating to assigned employment duties and responsibilities.
	GA	1862		University-wide graduate assistantships are available to all graduate students although the are extremely competitive. Agent associations with Epsilon Sigma Phi in the state offer some scholarship monies. CES will provide an agent $100 per quarter (limit $300 per year) to pursue graduate study.
		1850		Extension staff can pursue advanced study up to six (6) quarter hours per quarter or one full quarter per year without any loss in salary.
	KY	1862	Extension workers are eligible for one semester at half pay after three years of employment or one year at half pay/six months at full pay after six years of employment.	Epsilon Sigma Phi accumulated $10,000 to be used for scholarships. The interest on this amount is allocated each year.
	LA			The Department of Extension Education provides the H. C. Sanders fellowship to students in full-time residence working toward the M.S. or Ed.D in Extension Education. These fellowships pay a total of $1,500/yr. and exempt the student from all but $55/semester of the tuition costs. A few Graduate Assistantships are available ($4,800-$5,500); however, all but one is restricted to Louisiana natives.

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uestion 3: What scholarships and/or fellowships are available from your institution to assist xtension personnel interested in pursuing staff development opportunities?

EGION	STATE		LEAVE POLICY	FINANCIAL ASSISTANCE
outh cont'd)	MS	1862		• Assistantships for full-time graduate students; • Remission of fees for employees of the Cooperative Extension Service (all eligibility requirements must be met); • Remission of out-of-state fees through the Academic Common Market (this applies in limited situations); • Tuition scholarships are available to residents of certain counties.
	NC	1862		The Department of Adult and Community College Education has 2-3 teaching and research assistantships valued at $5,500 that are awarded annually.
		1890		Regular Graduate Assistantships and Research Graduate Assistantships are available to assist Extension Personnel interested in pursuing staff development opportunities and degree programs.
	PR		Some leave with pay, sabbatic leave.	• Payment of enrollment fees. • Economic assistantships.
	SC		Salaried study leave, approximately one per year.	• Two grants provide funds for Extension faculty. In addition, regular support is available, as it is for all graduate students. Two assistantships per year are available to the agents based on administrative decisions and money available; • Greatest single source is grants from Philip Morris USA.

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Question 3: What scholarships and/or fellowships are available from your institution to assist Extension personnel interested in pursuing staff development opportunities?

REGION	STATE	LEAVE POLICY	FINANCIAL ASSISTANCE
South (cont'd)	TN		• The Alumni Association provides a $100 scholarship for agents attending Winter Session who enroll in a 6 or more quarter credit hours as part of an M.S. or higher degree program; • Philip Morris provides up to twelve $200 scholarships annually for those attending Winter Sessions from Burley-tobacco-producing counties. In addition, the Vernon Darter Award pays an additional $200 scholarship to the top scholar each year. Other loan funds are available from agents associations and Epsilon Sigma Phi--as are travel programs. Philip Morris provides money for one M.S. degree and one doctoral assistantships.
	VA		Teaching and research graduate assistantships. Waiver of international fees. For Virginia Extension personnel only: • Epsilon Sigma Phi (Alpha Gamma Chapter), full-time study loans, up to $1,000 at 4%-8% interest. • Epsilon Sigma Phi (Alpha Gamma Chapter), single course study loans, up to $500 at 4%-8% interest. • Four-H All Stars (Virginia Chapter), scholarships, $300. • Philip Morris USA, scholarship, varies in amount. • Virginia Extension Homemakers Council, scholarship, $1,000. • Virginia Home Economics Association, scholarship, $500.

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uestion 3: What scholarships and/or fellowships are available from your institution to assist xtension personnel interested in pursuing staff development opportunities?

EGION	STATE	LEAVE POLICY	FINANCIAL ASSISTANCE
orth entral	IL	Study leave paid full time for six months or half time for a year to pursue graduate programs.	• Tuition and fee waivers. • Weber fellowships/scholarships available to assist Illinois Extension personnel pursue graduate programs. Weber fellowships are private scholarships provided through a bequest to the Univesity of Illinois from several farms. Income from the farms finances fellowships as well as some non-credit conferences, courses and workshops for Cooperative Extension Service personnel.
	IN	One semester of leave to pursue the degree (full pay status).	
	MI		A professional Improvement Fund supported by private contributions is available only to the Michigan Extension staff.
	MN		Scholarships available to Minnesota staff from American Dairy Association of Minnesota and Phi Chapter, Epsilon Sigma Phi.
	MO	Study leave - semester at full pay after 3 years service. Short-term study leave - 50-50 match of approved leave with individual vacation time for study periods of 8 weeks or less. Development leave - may be approved for a period up to one year of full salary including some travel and expense funds.	• University Educational Assistance Program. 75% reduction in tuition for a maximum of 6 hrs/semester. • Organization support of $200 to defray partial expense incurred while attending a National professional meeting. • Missouri Extension Fellowship Awards.

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uestion 3: What scholarships and/or fellowships are available from your institution to assist xtension personnel interested in pursuing staff development opportunities?

EGION	STATE	LEAVE POLICY	FINANCIAL ASSISTANCE
orth entral cont'd)	NE	Faculty Improvement Leave (sabbatical) but is not available for those persons interested in working toward an advanced degree.	$100 scholarship from Epsilon Sigma Phi.
	ND	Faculty members may take developmental leaves up to a period of 12 months, at a university stipened of 75% of the annual salary. Developmental leaves not in excess of six months may be taken at 100% of salary.	• President's Agriculture Club Externship (PACE). Provides financial support up to $1,500 for faculty who develop a self-growth experience in cooperation with an agri-business firm. • Staff are encouraged to participate in symposia, workshops and similar courses, during which they may receive per diem expenses not to exceed $15 per day, and 15¢ per mile for travel, up to a maximum of $750. Scholarship funds that may be granted for the activity are in addition to this provision, and shall go to the individual earning the scholarship.
	OH		Graduate assistantships through Continuing Education and academic departments. Scholarships and fellowships also available through a number of departments. Opportunities for Wisconsin Extension personnel include Cooperative Extension Fellowships and discretionary District funds for professional development. The discretionary funds are let on a case by case basis.

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uestion 3: What scholarships and/or fellowships are available from your institution to assist xtension personnel interested in pursuing staff development opportunities?

EGION	STATE	LEAVE POLICY	FINANCIAL ASSISTANCE
orth entral cont'd)	WI		The substantial University of Wisconsin Graduate Fellowships; E. B. Fred, Advanced Opportunity Program Fellowships; the College of Agricultural and Life Sciences and School of Education Fellowships; and three generous scholarships* available through the school of Family Resources and Consumer Sciences; as well as numerous smaller scholarships/fellowships are open to applications from Extension personnel. (*The three are: The Gertrude Anthony Scholarship, open to Home Economics Education students; the Viola Jurgerson Baker Memorial Scholarship; and the William H. Peterson Scholarship.) Applicants should note that competition of these monies is open and extremely keen and that standards are very high.

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Question 3: What scholarships and/or fellowships are available from your institution to assist Extension personnel interested in pursuing staff development opportunities?

REGION	STATE	LEAVE POLICY	FINANCIAL ASSISTANCE
	AK	Sabbatical leave.	Alaska Extension Agents Association offers a scholarship.
	CO		A limited number of special fellowships are available and administered by departments.
West	HI		Support is provided for professional improvement through short-term, no-interest loans available from the Roy A. Goff Memorial Fund, which is managed by Epsilon Sigma Phi, Hawaii Chapter.
	OR		• Some study leave funds and other assistance for Oregon Extension faculty. • The Oregon Extension Fellowship Fund offers funds to Oregon Extension staff.
	WY		As University employees, Extension workers are entitled to remission of fees for up to three credit hours per semester. There are minimal graduate assistantships for students in Divisions offering subject matter training.

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Incentives for Graduate Study

This presentation will focus around four statements which should stimulate thinking relative to the issues involved in decision relative to Graduate study by both the individual and the Extension system.

1. We often operate in a manner different from our stated policy. Actions speak louder than words. Attached is a worksheet to help discover the nature of the conflicts. Working through it may help provide insight into the kind of problems which may be present in your situation. Attachment 1.

2. There is no curriculum today that prepares graduates to begin Extension employment with training ready to do the job effectively within 6 months. Selected issues to be reviewed include:

   Hiring practices:

   *Do we hire certified persons? Should we consider or encourage a certification program for Extension staff? What are the advantages and disadvantages.

   *Is there a specific curriculum that is acceptable for Extension staff? How do we deal with specialization vs. generalization issues? A description of "the disciplines" of the future includes:
   communication
   problem solving
   health care—both physical and mental well-being

   *Do we require a specific degree? A BS? MS? PhD?
   The teacher-counselor of the future will need competency in three areas (Best):
   something to communicate
   how to communicate
   motivation to communicate

3. Graduate instruction/education requires greater involvement and discipline. Thus, it will be more effective in developing a given level of skill than in-service education.
   An appropriate analogy may be the 4-H and Scouting programs. 4-H requires developing a given level of competency and hopefully the ability to transfer the learning from one situation to another. Scouting may require only the doing of the task once with little development of continuing competency.

   Another contrast may be the need for technologists (knowledge workers) in contrast to craftsmen. Technologists know how to learn and unlearn, when to apply concepts and when to use another concept, and how to assess the true nature of the problem. Craftsmen, on the other hand develop skills to apply one or more techniques to a specific material. They are excellent, but in a limited set of circumstances.

Karen E. Craig, Assistant Director, CES, Purdue University

Graduate Study must accomodate several sets of needs, or incentives.

*Individual needs.

Increased pay, improved comfort and ease in doing the job and increased opportunities among others. Estimates are that by 1990, 65% of all households will have 2 workers. Every 4 or 5 years one of the workers will leave the ranks of the employed to receive additional knowledge and skills demanded by changes in technology and the workplace. In addition, the perception of an `acceptable' level of unemployment will change. By 1990, an 8.5 % unemployment rate will be considered acceptable. However, 3.5 percent of that will be people who leave the ranks of the employed to get additional training.

*System or organization needs.

The following quote from Yankelovich was reported in the June, 1983 Management Review. It includes an interesting thought in terms of direction and motivation.

"The management system on which we built, with fabulous success, is based on the assumption of a large pool of semiskilled workers, not very well educated, responsible to authority and working in blue collar manufacturing jobs, with very low discretion and control over their performance..... This entire set of assumption has been rendered obsolete for three powerful reasons: changes in demography, changes in the nature of jobs, and changes in the meaning of work..."

*Changing educational programs.

Technology is creating new needs in terms of educational programs of value to clientele. Different ways to work and different demands are made on people.
Technology is creating different opportunities and even demands for Extension staff in delivery of programs. Computers, teleconferencing and even the written word are used in different ways today. Attachment 2.

4. Graduate education increases the productivity of the organization.

The greatest improvement in productivity is likely to result from broad system participation in assessing the needs of staff in development of skills which are productive to both the individual and the system. With the constraints budgets experience today it is essential that we must put training dollars on development of skills that are in existence today and which will exist in the near future.

*Quality of work life.

The perceived quality of work life includes the value structure of the workers, the expectations of the works (and these and shifting)

and changing factors in work. The following concepts are taken from a report of the American Management Association on the QUALITY OF WORK LIFE IN AMERICA.

Traditional or past work	Emerging work factors
*Temporary, unskilled workers	*Educated, sophisticated workers
*Simple physical tasks	*Complex intellectual tasks
*Mechanistic values, cause and effect	*Organic views, multiple cause
*Stable Markets, and supplies audiences	*Fluid market and supplies (for Extension, audiences and programs)
*Sharp distinctions between workers and managers	*Blurred lines between workers and managers

*Missions and goals.

We are an educational program and as such our productivity comes from effort with people and groups solving problems as they relate to using resources in new ways to attain objectives. The resources people have available to them are constantly shifting. This is true for both personal and organizational resources, i.e. computer, money, resource persons.

Peters and Waterman in their research on top corporations as reported in the book, IN SEARCH OF EXCELLENCE indicate:
"Every excellent company we studies is clear on what it stands for and takes the process of value shaping seriously. In fact, we wonder whether it is possible to be an excellent company without clarity on values and without having the right sorts of values."
Further, they indicate that in the 63 top companies with clear norms that, "You either buy into their norms or get out. There's no half-way house for most people in excellent companies."

*Changes in society.

The shift from an industrial to an information based society has serious implications for Extension. It was projected in 1970 that by 2000,86 percent of the workers would be in the service sector. Attachment 3. Further, half of those people would be in information collection management and dissemination. Attached is a list of skills which are projected as basic skills for survival in business and industry in the year 2007. I think they are appropriate for Extension as well.

In conclusion, it is always safe to assume, not that the old way in necessarily wrong, but there may be a better way. New York University professors Raymond A. Katzell and Richard A. Guzzon are authors of publication written under

the auspices of the Work in American Institute, "A Guide to Worker Productivity Programs in the United States." Effective efforts to improve productivity include training and instruction programs. They are found to be successful in a variety of organization settings, with various types of personnel, and in terms of a number of productivity criteria including quantity and quality of work, cost reduction, turnover, absenteeism, and accident reduction. Conscious discussion and review of policies and relevant incentives for training and graduate study are a form of taking charge of the future. It has been said that is you do not think about mission and future, you may not have one. Lincoln's House Divided speech indicates this same thing: "If we could but know where we are and whither we are tending, we would better know what to do and how to do it."

The questions for us are: What might we do?
What do we want to do?
What can we do?
What should we do?
What will we do?

Reading list:

American Management Association. Management Review. 1982-83.

Best, Fred. The Future of Work. (Englewood Cliffs, N.J. Prentice Hall) 1973.

Kerr, Clark and Jerome M. Rosow, ed. Work in America: The Decade Ahead. Cincinnati, Ohio. Van Nostrand Reinhold/Work in American Institute Series, 1979.

O/Toole, James, Jane L. Scheiber and Linda C. Wood. Working Changes and Choices. (New York, N.Y. Human Sciences Press, Inc.) 1981.

Stein, Barry A. Quality of Work Life in Action: Management for Effectiveness. (New York, N.Y. American Management Associations) 1983.

World Future Society. The Futurist. 1982-83.

Attachment 1

PRACTICE/POLICY QUESTIONS WORKSHEET

DESCRIBE THE PRACTICE.

1. Have I freely chosen this practice?

2. From among what alternatives? (list)

3. What are the consequences of choosing this practice?

4. How recently have I acted on this practice?

5. In what way has this practice become a regular part of the system?

6. When did I most recently affirm this practice/policy in public? (details)

7. How do I recognize this practice in day-to-day or regular activities?

Attachment 2

A CHECKLIST OF BASIC SKILLS -- 2007
for survival in business and industry

THINKING SKILLS

__Think logically

__Write and speak correctly

__Write and speak imaginatively

__Perceive with discrimination

__Generalize learning

__Reorganize knowledge into new patterns

__Solve problems

__Apply knowledge

__Synthesize information

TECHNO-MECHANICAL SKILLS

__Retrieve information stored in an electronic system

__Categorize information

__Use electronic technology to display information

__Use electronic techology to transmit information

__Develop manual dexterity and coordination

TECHNO-EXPRESSIVE SKILLS

__Communicate with computers

__Arrange electronic information

__Write in computer linguistic style

__Communicate through electronic technology

TECHNO-COMPREHENSION SKILLS

__Understand computer technology

__Comprehend and interpret computer information

__Analyze computer data

__Understand function and nature electronic information systems

__Visualize complete interrelation ships

__Perceive rapid visual information transfer

__Read computer language

PERSONAL SURVIVAL SKILLS

__Cope with electronic overload

__Resolve conflict through negotiation

__Hear what others feel

__Work as part of a group

__Function with rapid information change

VALUE/MORAL-BASED SKILLS

__Verbalize values

__See implications of value choices

__Identify moral alternatives

__Evaluate value choices

__Prioritize conflicting value choices

From: JC Penney Forum. November 1982. This list was developed by Dr. Roger Ziegler.

A 'FROM/TO' LIST ON THE FUTURE OF EDUCATION Attachment 3

From old emphasis on	To new emphasis on
closed systems	open systems
traditionally credentialed personnel	noncredentialed personnel and those having multiple credentials
inefficient information transfer	educational technology
authoritarianism	humanism
arbitrary curriculums	life itself and student interests
input measurement	output measurement
white working and middle-class orientation	cultural pluralism
mass education	individual education
the needs of the economy	the needs of the individual and society
lock step	primacy of individual differences
rote learning	discovery
K-12 (kindergarten through 12th grade)	early childhood development and adult continuing education
"cells and bells" learning	home learning, independent study, learning when you feel like it
poor instructional art	scientific basis of instruction
passive learners	active learners, student-initiated learning
prohibition of use of peer resources	maximum utilization of peer sources, especially cross-peer teaching
external awards	internal awards
"student as nigger"	highly valued individual
purely cognitive	balance between cognitive, affective, and conative
conforming behavior	divergent behavior
discipline	academic excellence
fragmentation of knowledge	unity and synthesis of knowledge
grades	continuous progress
arbitrary grouping	grouping based on educational mission
competition	cooperation
memorization/regurgitation	learning to learn
suspicion	trust
punitiveness	encouragement
rewards for only academic learning	value of extra-academic learning
competency based on attendance/course completion	student-initiated "challenge"
school/state requirements	self-actualization
limiting of potential	expanded consciousness
teacher autonomy	learner autonomy
student dependency on teacher stimulus	chemical/electrical enhancement of learning receptivity
limited curriculum	vastly expanded curriculum
book learning	meditation, sentics, biofeedback
classroom learning	monastic learning, environmental learning

by Robert E. Weber, Director of the Project on Human Potential and the Year 2000 in the book by Paul Dickson, The Future File: A Guide for People with One Foot in the 21st Century. Austin, Texas, Learning Concepts. 1977.

Alternatives to Graduate Level Learning

Objectives for this session are threefold: First - to share some underlying concepts, common threads, as well as strengths and weaknesses of alternatives to traditional graduate level learning for extension faculty. Second - to discuss specifics of a proposed Guided Study Program in Extension Administration, as one operational alternative to fulltime campus-based graduate education for extension professionals. Third - to provide an opportunity for exploration and discussion of these applications for graduate education of extension staff. Let's look initially at the background and development of some of these notions, as they brought us to our present position.

A major alternative to traditional graduate education, was a series of eight Independent Study Programs developed over the past fourteen years at the University of Minnesota, as distinctive adaptations of a non-traditional, graduate-level, continuing education model designed to improve the effective performance of practicing professionals. Six of the Independent Study Programs received developmental support from the W.K. Kellogg Foundation of Battle Creek, Michigan. The other two were developmentally funded by federal agencies.

William W. Metcalfe, Ph.D. Former Special Assistant to the Director
Agricultural Extension Service - University of Minnesota

Each of these efforts with its own programmatic variations, relies upon a multi-method learning format based upon an academically sound rationale. It suggests important implications for extension educators considering external degree programs for practicing extension professionals.

Mission and Objectives

The overriding mission of the educational programs using this model is improvement in the competence of professionals. In order to accomplish this mission, the model seeks to improve the performance of professionals by

1) improving skills in managing and organizing

2) increasing knowledge of adult education process and practice

3) increasing sensitivity toward the changing roles for educators

Concepts Involved in the Model

Major concepts which appear to underlie the model include:

-Learner Directed Education
-Independent Learning Modes
-Multi-Method Learning
-Learning Cohort Utilization
-Preceptor/Mentor Use
-Small Group Support Systems
-Sequenced Content and Format
-Field-Practice Roots
-Competency-Based Instruction
-Academic Credibility

Common Thread in Model Adaptation

In examining the nature of particular adaptions of this independent study model, several threads appear to have guided not only its initial development, but its subsequent improvements and changes as well.

-Heavy Learner Input

-Variable Speed Toward Progress

-Flexible Study Participation Patterns

-East of Entry and Exit for Learners

-Performance Centered Education

Credit and Credentialing

In working with both faculty and students, the most frequently asked questions centered on credit and credentialing, and how they related to university-based programs of study, as to their quality and academic credibility. The following aspects of credit and credentialing appeared to be most significant:

Level of Intended Instruction

Basic/Operational

Undergraduate

Graduate

Credit Availability

Number per Course

Distribution of Credits

Relationships with Other Educational Programs and Degree Options

Credentialing Possibilities

Diploma

Certificate

Degree

"Credential of Advanced Studies in ....."

Options Toward Degree Programs

Instruction levels for the Independent Study Programs were designed to meet both undergraduate and graduate needs of learners, but not as degree programs in and of themselves!! A careful comparison of the independent study process, and its measurable accomplishments, provides some evidence needed to measure the academic quality of work completed by non-residential students as compared with that done by residential students.

A major goal for independent study students, who elected to pursue academic work for credit, was to translate the learning experiences into meeting portions of baccalaureate and/or masters degree requirements. This goal has not been quickly nor easily achieved, but appears to remain an achievable outcome of the model, for most serious students.

Some of the strengths and weaknesses of the model were:

Strengths

Practiced Bases

Learner Directed

Growing Acceptance

Widening Potential

Learning Can Be Fun

Treats Learners as Adults

Appears to be Self Correcting

Weaknesses

Isolation of Learners

Vast Geographical Distances Covered

Difficulties When Students Fall Behind

Difference in Learner Performance Levels

Initially Costly

Because the overriding purpose for developing the independent study model was to improve professional practice and to assist learners who desired formal credentialing, most independent study students were genuine risk-takers and "early adopters" who view the methodology as a way to enhance their performance as professionals while continuing their education, at the same time.

Research Questions

Several intriguing research questions have been raised during the model's development: 1) What subject matter needs to be added and/or deleted and how best can this be accomplished? 2) How many years of study should be involved through the independent study model? 3) What additional learning/teaching reinforcements are needed by students and faculty? 4) How can the independent study model be marketed to new students most effectively? 5) How should we measure "improvement in practice" by participants? 6) What benefits to society have resulted from the use of the model?

To date, while students and faculty have responded affirmatively to the model's methodology and objectives, there remains a critical need for a larger, and more focused evaluative investigation to gather further evidence of the model's impact on professional practice.

Results to Date

Relevant curriculum based on practice is taking shape

Multi-Method learning system is providing reinforcement for diverse and geographically separated students

Academically-rooted faculty, performance based Units of Study and practice related Preceptors are forging a strong instructional effort

Graduate credit appears important to a growing percentage of students

Independent study still remains a "risky program" for some students, faculty, and sponsoring institutions

A relatively modest number of students appear to be enrolled annually

Long term financial viability will require appropriate numbers of students each year, and careful control of expenses

Next, I'd like to share some specifics of the proposed Guided Study Program in Extension Administration (GSP-EA):

First - What we are trying to accomplish with this effort in broad terms, are two relatively straight forward purposes:
1) Raise the level of extension administrative practice in the nation
2) Provide a flexible vehicle for present and future extension administrators, who want to earn graduate academic credit and/or degrees, at a major university

Second - What we are NOT attempting to do is:
1) Provide second rate instruction or credentials: The University of Minnesota is not in that business!!
2) Provide a short-cut to rigorous academic inquiry or performance for any student

Third - To achieve these objectives, we are developing a three-year multi-method, focused graduate study program for full-time practioners in extension administration

What is the Guided Study Program in Extension Administration (GSP-EA)?
-A graduate level multi-method, professional continuing education program for fully employed extension administrators offered through the University of Minnesota

Who can participate in GSP-EA?
-Practicing extension administrators, at state, regional and local levels, from throughout the United States

What will GSP-EA lead to?

1) Improved competence and performance of extension administration, through increased knowledge, improved skills, and changed attitudes of extension management principles and practice

2) A graduate transcript from the University of Minnesota, listing courses completed, grades received, and credits earned. Up to 15 quarter credits of "5000 level" work will be sought for each of the three GSP-EA courses.
-One or more options to transfer appropriate courses and credits into graduate programs of study at the University of Minnesota.

What subject matter will be tentatively covered in GSP-EA the first year?

COURSE ONE

"Extension Administrative Theory, Organization and Decision-Making" Units of Study on:

-Organizational and Administrative Principles
-Organizational Behavior
-Planning
-Decision-making
-Management Styles
-Systems Theory
-Financial Management
-Personnel Management
-Measuring Results
-Practical Politics

What subject matter will be tentatively covered in GSP-EA the second year?

COURSE TWO

"Development of Extension Administrative Leadership"

Units of Study on:

-Leadership and Authority
-Power and Control
-Conflict Management
-Interpersonal and Communications Skills
-Team Building
-Staff Development and Continuing Education
-Program Development
-Supervision and Middle Management
-Administrative Relationships
-Advisory Groups

What subject matter will be tentatively covered in GSP-EA the third year?

COURSE THREE

"Future Responsibilities and Functions of Extension Administrators"

Units of Study on:

- -Factors Affecting Extension's Future
- -Leadership Development in the Future
- -Trends in Public and Private Support
- -Futurism: Impact on Extension
- -Ethical Issues

EXTENDED STUDY PROJECT

Who will be the GSP-EA faculty?

1) Academic Faculty

Faculty at the University of Minnesota with academic responsibilities and authority for instruction, curriculum, and overall grading.

2) Residential Faculty

Nationally recognized and experiences extension administrators, educators, and researchers who will author unit material, teach at the Residential Sessions, provide continuing dialogue with students, and grade each Unit of Study.

3) Regional Faculty

Regionally recognized and experienced extension administration practitioners who will lead monthly Student Preceptor Dialogues with 3-5 students to assist with the applications of notions and concepts from each Unit of Study. They serve without compensation.

How will GSP-EA work the first and second year?

- -Introductory Residential Session - On- Campus (1 week)
- -TEN independent Units of Study with written performance requirements (roughly, 1 per month)
- -UP TO TEN Student - Perceptor Dialogues (1 day per month)
- -UP TO TWO Regional Seminars in decentralized locations (1-2 days each)
- -Review Residential Session - On Campus (2-5 days)

How will GSP-EA work the third year?

- -Introductory Residential Session - On Campus (2-3 days)
- -FIVE independent Units of Study, with written performance requirements
- -EXTENDED STUDY PROJECT, a rigorous investigation resulting in a scholarly paper or report
- -SYMPOSIUM for presentation and defense of Extended Study Project On Campus (1-3 days)

How much will GSP-EA cost students?

-Course Fee for each of the three GSP-EA courses, is currently set at $1500. covering faculty instruction, published learning materials, academic grading, and a university transcript
-An additional Library Fee of up to $75. per course, for required texts
-Course Fees do NOT cover housing, meals, or travel for Residential Sessions, Regional Seminars, or Student-Preceptor Dialogues

Will financial assistance for GSP-EA be available to students?

-Up to fifteen $1000 fellowships will be sought for first year students, during each of the 3-year pilot offerings of GSP-EA
-Additional fellowships of less than $1000. will also be sought for second and third year students, during the 3-year pilot offering of GSP-EA.
-GSP-EA students may also be eligible for partial to full reimbursement for study time, fees, and travel expenses from their Extension Services

In summary, several especially critical aspects of GSP-EA appear worth noting:

1) GSP-EA needs to be soundly based in an academic discipline or department, with faculty status for project leadership.
2) Practical applications must be provided for each Unit of Study in order to make concepts and principles come alive and have meaning for each learner.
3) While GSP-EA's overall purpose is to improve the practice of Extension administration, it is also essential that options for graduate credits and credentials be available and accessible through a credible educational institution.
4) GSP-EA needs to become financially self-sufficient in order to insure it's permanency as a long-range continuing education offering for practicing extension administrators.
5) GSP-EA's curriculum requires continually updating and upgrading to insure its relevance to the "current practice" of extension administration.

Abstract

A Proposal for the Development of a

GUIDED STUDY PROGRAM IN EXTENSION ADMINISTRATION (GSP-EA)

at the

University of Minnesota

An important group of practicing extension administrators is currently being served by few accessible graduate level continuing education programs at any major American university. This proposal suggests a theoretical framework and tested methodology for establishing a graduate level continuing education program for extension administrators employed full time in state, regional, and local management positions. It adapts a multi-method, flexible independent study model developed at the University of Minnesota over the past fifteen years.

Three sequences courses of graduate level instruction, each a year in length, would be developed for the Guided Study Program in Extension Administration (GSP-EA), in three general areas: 1) Extension Administrative Organization and Management, 2) Extension Administrative Leadership, 3) Future Directions in Extension Administration.

The multi-method learning system for Courses One and Two would include two short-term, intensive, on-campus Residential Sessions; up to ten one-day, field-based, Student-Preceptor Dialogues, with groups 3-5 students and a Regional Preceptor; ten published units of independent study, with written performance requirements; and up to two Decentralized Regional Seminars for groups of students and their Preceptors. Course Three would include two Residential Sessions; five published units of independent study, with

written performance requirements; and a rigorous Extended Study Project.

Students would be recruited among practicing county, regional, state and university extension administrators throughout the United States, with initial focus on the midwest region. Eventually, a maximum of 40 students would be accepted into Course One of GSP-EA, each year. First year enrollment is planned for 15 students in Course One. Second year enrollment would be approximately 30 students in Courses One and Two. Third year enrollment would be aimed at 45 students in Courses One, Two and Three.

Residential and Regional Faculty would be recruited nationally from among experienced university extension faculty and recognized extension practitioners, with beginning search in the midwest.

Start-up time is proposed for July 1, 1983, with the three year development effort to run through June 30, 1986. The initial group of students would participate in the first Residential Session, at the University of Minnesota, during June 1984.

GSP-EA would be administered by the Agricultural Extension Service at the University of Minnesota, with academic ties to the College of Education for anticipated graduate credit of all three GSP-EA courses of up to 45 graduate credits. Options would be offered toward masters and doctoral programs of graduate study in agricultural education, home economics education, adult education, and educational administration at the University of Minnesota.

Curriculum

GUIDED STUDY PROGRAM IN EXTENSION ADMINISTRATION (GSP-EA)

at the

University of Minnesota

Course One: EXTENSION ADMINISTRATIVE THEORY, ORGANIZATION AND DECISION MAKING

Unit I -"Principles of Organization and Administration in Extension"

Unit II -"Organizational Behavior and Effectiveness for Extension Efforts"

Unit III -"Planning as an Administrative Function: Approaches and Results"

Unit IV -"Decision Making The Process of Directing"

Unit V -"Management Styles for Extension Adminstrators"

Unit VI -"Systems Theory and its Application to Extension"

Unit VII - "Financial Management and Resource Allocation in Extension Administration"

Unit VIII-"Personnel Management and Professional Performance in Extension"

Unit IX -"Measuring Results in Extension"

Unit X -"Practical Politics for Extension Administrators"

Course Two: DEVELOPMENT OF EXTENSION ADMINISTRATIVE LEADERSHIP

Unit I -"Leadership and Authority: Their Special Relationship in Extension"

Unit II -"Understanding and Using Power and Control Effectively in Extension"

Unit III -"Conflict and Conflict Management for Administrators"

Unit IV -"Interpersonal and Communications Skills for Extension Administrators"

Unit V -"Team Building Approaches for Extension Leadership"

Unit VI -"Staff Development and Continuing Education"

Unit VII -"Program Development Strategies and Procedures for Administrators"

Unit VIII-"Supervisors and Middle Managers in Extension"

Unit IX -"Administrative Relationships in Extension Educational Efforts"

Unit X -"Working Effectively with Extension Advisory Groups"

Course Three: FUTURE RESPONSIBILITIES AND FUNCTIONS OF EXTENSION ADMINISTRATORS

Unit I -"Social, Political and Economic Factors Affecting Extension's Future"

Unit II -"Development of Future Executive Leadership for Extension"

Unit III -"Changes Ahead in Public and Private Support of Extension Programs"

Unit IV -"Futurists: Their Impact on Extension Directors for the 21st Century"

Unit V -"Ethical Issues in Future Extension Programs"

Extended Study Project - A rigorous study addressing a problem or issue identified by each student, which encompasses the application of multiple Units of Study.

On March 1, 1980, he began serving as Director of the Agriculture Extension Service in Minnesota, and in that position he was responsible for the education program with over 800 staff members who were both on the campuses and in the state.

Also I realized too that he had a broad international background. In 1971 he was named a special consultant to the minister of education in Algeria, and directed a Peace Corps education program in the Philippines for 2 years. Currently he is working on a Kellogg sponsored international development fellowship program. While he was at Michigan State as a student and as a graduate student, he was named coordinator of the student program in the College of Agriculture and Natural Resources at Michigan State in 1964 and 1970. He was promoted to an Assistant Director of Resident Instruction. I've known Norm for some time, but I never knew you held that position, and that puts a different light on how I see you. He received both his M.A. and Ph.D through the College of Education at MSU, and he also was appointed State director of Youth Programs in Michigan in 1972. He has very active background in terms of working with youth programs and was very much instrumental in developing the 4-H programs, and again, being on the staff here in Minnesota, he has done a great deal of work to bring about some change with the program, so our first person will be Norm Brown.

I appreciate that introducation, and I especially appreciate the effort that the staff development people in the North Central Region have been making over the last several years - the efforts to improve the quality of our staff development efforts in Cooperative Extension.

Director Norman Brown, University of Minnesota

I'm excited about extension today, and even more excited about what lies ahead, and if I were to try to describe that era that we're moving into in extension, I would describe it as the era of excellence. I'm convinced, and I sense as I interact with extension professionals, that we are perhaps more concerned today about the quality of what we're doing, the quality of our programming , the quality of our faculties - than perhaps we have been in a long time. I believe that in the late 60's and early 70's we became, frankly, quite complacent and maybe even a little bit lazy in extension across this country, with funding increases coming rather regularly, or at least not major cutbacks in funding, we thought we were something like Motherhood and Apple Pie, and that everybody would love us and continue to fund us, and that we had it made in Congress and in our legislatures. We should have noticed that politically, shifts were being made, that we were slipping in a number of areas, quite frankly I think we were living on our past laurels. If you think we weren't complacent, think of ourselves as educators in the way that we responded institutionally and collectively to the mandate that Congress gave to evaluate ourselves. I don't think we can be too proud, as educators, when we think of the scurrying and the fear and the concern that took place about people taking a look at us. And in fact, perhaps more of an indictment was the fact that we didn't have very good quality evaluations, if we called ourselves educators. We

should have had in place quality evaluations that would stand up so that we had no reason to be concerned; but yet, we continually said, "well, we know we're good, we ought to just assume that." So I think as we think of the next era we've come through a time where hopefully we've had an awakening - for some of us rather rudely awakened - but that the emphasis for quality educators in extension across this country will be, I believe, on excellence in what we're doing. We're going to see a greater emphasis on accountability and evaluation, and certainly that is going to have, I think, a considerable amount to say about staff development and about our needs.

I've had some interesting experiences, to say the least, over the last 2 or 3 years in the budget area, and while there are many days where it would be difficult for me to be honest and say that I thought it was positive and even sometimes difficult to say that it was even a learning experience, I can say as I look back over that, as many of you in this room have had similar experiences, that probably in many ways - while I wouln't want to say this too loudly with our politicians and decision-makers in Minnesota- its probably one of the best things that's happened to us. Unfortunately we had to be forced to look at our priorities and to look at the level of our performance, to make some reallocations- in our case we really haven't had that many cuts, but we've done a lot of re-allocating. We've decided to invest more in the faculty than we have, to pay better

salaries, and to invest in their development; and yet we have many of our faculty going around talking about the fact that we've had cuts. In many cases it's not cuts: it's reallocation. When the legislature gives you 7% for salaries and you give 12, that's not a cut. But it seems like it when a colleague's position isn't filled - in fact it's eliminated permanently in order to pay the kind of salaries that ought to be paying, or at least move in that direction. I'm going into all that because I believe that this emphasis on excellence is not just a fad, but it's something that we've come up through a pretty hard process that, in the next few years, we're going to see this emphasis and graduate education certainly ought to be a major focus of that excellence. I would argue that the impact of graduate policies on extension development can be and is extremely important. If we're concerned about staff development we'd better be concerned about the quality of our graduate education programs.

I'm concerned about policies in a number of ways but frankly I'm more concerned about the environment and the attitudes that we have - we as the extension educators, and as graduate faculty members and as extension professionals- the policies are going to come out of and evolve out of and be administered in some environment, and an environment that is affected greatly by attitudes of people. Where there's a quality relationship between those that are responsible for graduate education and those that are involved in extension administration and extension programming, extension staff development- then we've got the opportunity for quality

policy development and policy administration. I'd like to rapidly go through some areas of policy where I see us needing to pay more attention, and share some of my biases, in several areas: admissions, the quality of the faculty in the graduate area and the policies related to that, and some policies that I'll just categorize as under the rubric of flexibility and scheduling and so on.

First of all, in the area of admissions. Frankly, I'm concerned when I hear extension people arguing for differential or dual admissions policies. Our clientele deserve better than second class. Now I know we all use the argument, "Well, we don't mean second class - we just mean different." I think we really need to take a look at what we really mean and what are we saying to graduate admissions committees, to those that make graduate decisions. I'm not suggesting we can't have different programs, but I think we need to be sure that we're intellectually honest about what we're asking. Is it because we've hired a number of people that have difficulty getting into graduate schools, therefore we're moving ahead trying to change the standards? Obviously we wouldn't admit to that. We'd say that somebody isn't recognizing this fantastic staff we have. Maybe we ought to take a look at who we're hiring, and the standards of who comes on to our staff. Obviously we also need to look at those who are already with us.

Secondly, I think that at least in this region there are a number of institutions that, in their search for excellence and academic credibility and sophistication, put

such an emphasis on the Ph.D that a master's is hardly more than just a little annoyance on the way to a Ph.D. And it's for many students who really wanted a master's and a master's that they were going to be able to apply in a profession, ended up feeling second class because they weren't headed for a Ph.D, and some in fact started into a Ph.D. because of that influence. I think we need to be concerned about policies that allow for really, the elimination, in practical terms, of a master's degree that's a terminal degree - I don't like the term because I don't think we ever stop learning and I'd hate to suggest that when we complete a master's it's terminal in terms of learning - but in terms of formal degrees it may very well be that we need to take a look at our policies related to the relationship between master's and Ph.D's. In spite of what I've said about dual kinds of admissions standards, and my concern about that, I do think that we need to help graduate faculty and other people making these kinds of decisions regarding admission, to take a look at things other than undergraduate GPA, especially for mature students. We have some opportunities because our educators are employees of universities, together work at that particlar issue, again not asking for lower standards but for some more sophisticated admissions policies in terms of recognizing potential and recognizing experience in quality work as an educator.

A second area I wanted to comment on quickly is the area of faculty. Many of our graduate programs could be enhanced by some creative staffing arrangements. Our policies

regarding adjunct faculty, our policies on the extension side in terms of being paranoid about Smith-Lever Act and what it requires and what is doesn't require. I get concerned about administrators that use that as an excuse for not being able to have flexibility. At least in the North Central Region I'm not aware of any administrators that need to be that concerned about the Smith-Lever Act in terms of teaching credit courses. When we look at the amount of match they have in dollars from counties and state, there are very few states that need to be concerned about that. They have way more than match and they have every legal right to use those dollars in staff development and so on. There may be some university procedures, but after all, who's the university other than ourselves? So I think we need to quit hiding behind the Smith-Lever restrictions.

Many of our extension administrators and faculty ought to be in adjunct roles on the graduate faculty, and in some cases we see that happening, but we could do much better. Many of them could contribute to quality teaching through team teaching arrangements, and I would hasten to add the reverse of that, the graduate faculty helping us in non-credit staff development activities. In many cases we have not taken advantage of those kinds of resources.

In the area of flexibility and scheduling, often our scheduling policies and the traditions of our institutions make it, even in these days of lifelong learning, continuing education we still see many institutions making quite a distinction between who teaches when - that teaching after 5

o'clock at night is somehow an added responsibility or something that graduate students do, but certainly a respectable full professor wouldn't be caught teaching 7 o'clock in the evening. We need to be concerned about those kinds of policies, and then we get into all of the questions - at least in Minnesota - that we certainly haven't resolved yet: the question of inloading and related issues, important issues for our faculty at a time when they're concerned about faculty rights and salaries and so on. Policies regarding special problems, special topics and so on, can enhance the creativity and the relevance of our graduate programs; or they can stifle and they can lead to the decline of the quality, depending on how we formulate those policies and how we administer them. Policies regarding internships, externships, seminars, and so on, offer real opportunities for enhancement of quality. Offering of extension courses to master's and Ph.D. candidates in the sciences - what I'm referring to here is that so often when we talk about Extension Education, we talk about those people that get their degree in Extension Education. Quite frankly, that concerned me - this may not be popular to say here, but if too high a percentage of our people in extension all came out of the same mold and out of the same graduate program, we need the pluralism that comes from many different graduate degrees from many different institutions, and I would argue that we ought to be aggressively seeking opportunities for Ph.D.'s in Food Science and Nutrition and Agronomy and in similar areas to take some graduate level courses in extension methods and in various areas of

extension programming and adult education. We ought to be helping faculty in our Colleges of Agriculture and Colleges of Home Economics and others, see the opportunities that are there.

I'd like to quickly comment on some policies within extension. In going through retrenchment recently, it's been interesting to me that many of our faculty, most of our county agent faculty, and many other administrators just expect that the first thing we're going to cut is staff development, that's the place where we can cut. We certainly wouldn't cut people. We have done just the opposite of that,I can't say that it's been popular and I can't say that a director can do that and expect to be reappointed to a second term, but I can say that at least I would argue that it makes a heck of a lot of sense, in terms of the future of extension. For too long across this country we've had too many people in extension and not enough support for those people. We've not been investing in our human resource the way that we ought to. I think it's been almost at a crisis stage. And look at where we have cut: we've cut in delivery, in terms of publications, in terms of media development. We've dragged our feet on using the computer - why? Because we said we didn't have any money. We had money. Most of us have millions and millions of dollars, in our case roughly $30 million, and to stand before the taxpayers and say we don't have the money to have a quality staff because we can't afford to have a quality staff development

program,is clearly a cop-out. But it's pretty hard to get a faculty committee to say, well, there are 20 of us in this unit and you could do that if you'd eliminate 2 of us. I don't think we can expect faculty to do that, but think we can expect faculty to respect decisions in that direction when they see the alternatives. And so I would argue that as we look at our policy in extension - for study leaves, for sabbaticals, for salary incentives, for graduate education, for scholarships, tuition reimbursement and so on - that we need to take a hard look in those areas and decide whether we're going to invest in our human capital within the extension service or whether we're going to continue to use the excuse that we haven't got any money, that we're being cut. Certainly extension could do a lot in this whole policy development area and in the quality of graduate education to help graduate faculty understand a modern extension program. I hear on our campus and I've ever heard it on other campuses where we say, Well, those people that are teaching don't understand the extension service today. They don't know the good work that we're doing. They're not aware of the fantastic educators that we have in the field. Whose fault is that? I think we ought to be embarrassed to admit that. We ought to accept the responsibility to help educate those graduate faculty members that are teaching those courses. We ought to initiate faculty exchanges, or at least consider opportunities for- in terms of retrenchment and tight budgets - for trading faculty for parts of their assignments. Some of our people, as I said earlier, teaching graduate credit courses while some of the graduate faculty

that have been teaching those courses help us in our basis staff development, perhaps non-credit areas. Our administrators ought to audit more graduate classes to be aware, first of all, of the quality of some of those courses, and to be able to help input into those courses in addition to getting student feedback. We ought to be sharing feedback on those courses with our colleagues in the Colleges of Education and in Colleges of Agriculture where Extension Education courses are offered. Obviously to do that, go back to the environment and relationships that exist, I don't think I'll need to go much further, but to say that that could be very effective if we've got good relationships, or it can backfire and be real negative in terms of the chance of making a difference as we share both positive and negative feedback.

Another area where we could enhance the quality of many graduate education programs, graduate programs in general, is in helping graduate faculty and graduate committees see the many opportunities for researchable topics in Cooperative Extension. We have many graduate students, especially at the master's level, that will talk about research papers or theses or whatever you call them at your institutions, that feel that they really had difficulty coming up with something that was really relevant and was going to make any difference at all. And we sit in the same institution with all kinds of opportunities where we need more knowledge about certain kinds of processes, about

certain kinds of behavior, about institutional change and organization- many opportunities, regardless of the field. For us to help graduate faculty enhance the quality of the research that graduate students are about. I would just wrap all this up by saying that I'm convinced that we in extension, as opposed to looking at the graduate faculty and graduate policies, need to take an assertive, pro-active stance for helping change our graduate education programs, but we ought to do that from a position of knowledge and one of a partnership moving into what I'm convinced is going to be an exciting era in extension across the country. Thank you.

Graduate Education Policies and Their Influence on Curriculum

I've known Helen Peterson for some time, mainly from the standpoint of working with her on the YWCA on campus, and also being able to use her house for YWCA functions.

Helen Peterson is the Assistant to the Dean of the Graduate College, and in that capacity she is responsible principally for the administration of academic affairs of the graduate college. In that role she advises the dean on graduate educational policies, and she directs and reviews new and revised demands of courses. She is responsible for directing the review and evaluation of nominations for membership in the graduate faculty. She has a liberal arts background with degrees in journalism and political science, and I also learned about the fact that she has had much service to the university in terms of the kinds of things we will be discussing here. Currently she is a member of the Chancellor's committee on the status of women, the co-chairman of a committee on liason, and she is also responsible for working with the committee on revision of graduate faculty policy, on visitation quality, and the committee to evaluate the master's programs and to evaluate the special units of the graduate college; so she has a varied background, and I think brings to us the kinds of ideas or the kind of background that we would like to see happening in our own positions.

Dean Helen Peterson, Graduate College, University of Illinois

Changes in the society and recognition of old needs unmet challenge universities to reach out to serve new populations with innovative, more flexible graduate programs. It is said that the growth areas for graduate education lie in serving these new populations, among them practicing professionals who seek additional education as their careers advance. However, growth in and of itself is not what we seek.

The University of Illinois at Urbana-Champaign, is a fine graduate research institution, as are other universities represented here. The challenge is to maintain the quality and integrity of our education and research programs and at the same time perform the public service function, which is one of the charges to a land-grant university.

I have been asked to talk about the constraints that make it necessary for a university to be selective in developing and expanding continuing education to serve new clienteles. I speak only for the Graduate College of the University of Illinois at Urbana-Champaign. I cannot speak for the other Chicago campus or for the University of Illinois as a whole. Dr. Malone has assured me that there will be time for questions and comments from the audience. I hope to learn from you the kinds of graduate programs and courses extension people need. You can't expect a flock of special programs tailored specifically to your needs, but we do need to know what the needs are. Off-campus master's degree programs? courses? In what disciplines? For graduate credit or not?

Before I describe some constraints, I would inject a positive note. The University of Illinois at Urbana-Champaign and other graduate research institutions are in positions of great strength. Continuing education for

professionals draws on advanced instructional and research programs, but the response to public needs must build on our special capabilities. In a comprehensive university we have in place well established graduate instruction and research in a wide variety of disciplines - at UIUC there are graduate programs in 87 disciplines - but continuing education programs may not be necessary or appropriate to all disciplines.

Briefly, some of the constraints are:

1. We must protect the quality and integrity of the research Ph.D, which is the foundation of a graduate university. The UIUC Graduate College is the premier public research institution and center for graduate education in Illinois. Necessarily research and research-oriented graduate programs have a very high priority in such an institution.
2. The decentralized structure of the campuses and of the university is both a potential asset and a constraint. Although the UIUC Graduate College has jurisdiction over all graduate programs, the disciplinary departments have great autonomy in determining the content and quality of graduate programs and in their administration. Within certain campus guidelines, a department may choose to emphasize continuing education and to develop and offer off-campus courses and programs. On the other hand, a department may choose to concentrate on research-oriented graduate education. The commitment to innovative programs to serve adult and re-entering students varies across campus. It is the faculty in these largely autonomous departments who initiate and develop new graduate courses and programs, or revise them. The Graduate College must approve these, but we do not initiate them.
3. In Illinois, a state-wide agency, the Illinois Board of Higher Education,

must review and approve all new degree programs, including off-campus programs. One purpose of state-wide coordination is to prevent unnecessary duplication, but the necessity for prior approval by the IBHE, limits the University's flexibility.

4. Financial constraints of several kinds inhibit the growth of off-campus continuing education programs.
   a. This is a time of retrenchment rather than expansion, Financial constraints inhibit the development of new programs.
   b. Because of state regulations, tuition from special programs cannot be used to directly support these programs. The situation is, of course, more complicated than that, but in general my statement is accurate.

The basic issue, or bottom line in the current jargon, is maintaining the quality of our graduate education and research:

1. Faculty commitment:
   a. For many faculty the overriding commitment is to basic research and the corollary graduate instruction. This kind of education is often dependent upon the laboratory or the library and does not lend itself to off-campus offerings.
   b. Traditionally, off-campus instruction and extension activities have not been high among the criteria which determine promotion and tenure and membership in the Graduate Faculty. This is changing as the demand for adult education on-and off-campus increases.
   c. Off-campus instruction is physically demanding and time-consuming for faculty. Most of the extramural courses are taught by faculty. We do not use many adjunct faculty.
2. Quality controls and other restrictions:

a. Admissions.

Admission standards are not relaxed for degree or non-degree graduate study, wherever its location. Essentially, the departments make admissions decisions and in general admission is highly competitive.

b. Scheduling of Classes.

UIUC is a resident campus and on-campus classes generally are not scheduled to accomodate students who work, e.g., in the evening.

c. Residence Requirements

For the Ph.D., the Graduate College requires 16 units (72 semester hours) beyond the masters in on-campus courses or in approved off-campus courses. Half of the required credit for a master's degree must be judged to be comparable to on-campus offerings in the quality of faculty, students, and facilities such as libraries and laboratories. Hundreds of courses have been so approved.

At present, 250 graduate courses have been approved by the Graduate College for off-campus credit. 102 are in Education, 54 in Engineering, 35 in Mathematics, and 19 in Social Work. The off-campus locations are in Chicago and its suburbs, the East St. Louis metropolitan area, Springfield, Rockford, the Quad Cities, Peoria, Galesburg, Dixon. Also an Education program in the Virgin Islands. Additional courses now offered for extramural credit only will be reviewed by the Graduate College as possible offerings for graduate degree credit.

A recent decision by the Executive Committee of the Graduate College has removed the distinction between extramural and residence credit for off-campus courses taken for credit toward the master's degree or for non-degree credit. This does not apply to courses for the Ph.D.

In most disciplines an on-campus residence requirement for the doctorate is in effect. In some cases it is a formal requirement; in others, residence is dictated by the nature of the discipline. For example, the College of Education has a formal requirement for two successive semesters of three units each in residence on campus. The rationale is that a graduate student should be fully involved in the intellectual life of the discipline for at least a period of time. This ruling is not uncontroversial, but has been upheld by the Graduate College. In many disciplines, it is virtually impossible to complete a graduate degree without being in full-time residence because of the particular nature of the discipline, e.g., the need for direct and continuing contact between the student and his or her advisor. However, we have not become as extensively involved in off-campus instruction as have some universities.

d. Degree Programs.

It is possible to get a master's degree but not the Ph.D from the University of Illinois at Urbana-Champaign, without ever setting foot on campus. This applies only to certain disciplines, most of them in education. In any case, the specific requirements for the master's degree vary from discipline to discipline.

3. New technologies have made it possible to in effect simulate on-campus instruction at sites remote from campus. Our College of Engineering has for a number of years operated an electronic blackboard system. The electronic blackboard is a pressure-sensitive chalkboard designed to transmit whatever is written on it over an ordinary voice-grade telephone

communications network. The instructor can talk directly to the students and they can respond over the same system. Video-taped courses are now combined with the electronic blackboard. This is but one example of the adaptation of new technologies to extend graduate education beyond the campus.

Increasingly, there is a recognition of the growing demand for continuing education, whether it be formal graduate work leading to an advanced degree or graduate-level work for professional development. It may not be possible to respond to all of the demands, but we do need to know what your needs are.

Role of Counseling

The topic today is on counseling, and we thought the planning committee felt that as we were looking at graduate education and the issues involved in a graduate education program and delivery system, that the whole idea of counseling was one that we should probably pause and think about somewhat, as there have been numerous references throughout the conference as to the need for counseling, the importance of counseling. So this is, I think, probably the reason why we've included it on the program this afternoon.

For the prospective graduate student, the questions seem endless, as you know -- questions like, Well, why graduate study? In what areas? Where do I go? Why do I study with? When can I work it in? How can I finance it? Why do I need to follow these rules for this, that or the other thing? We have all been faced with those. On the other side of the table, from the faculty perspective, we also have questions like, Well, what are your interests? Where do you want to go with this master's degree or doctor's degree in this program? What are your career goals and expectations? What are you strengths? What areas do you feel that you would like to improve--areas needing additional expertise? And then maybe on the less positive side, Why hasn't so-and-so submitted those forms? They are late. Or something like that. And then we wonder why students do not always appreciate

Dr. Harlan Copeland, Associate Professor, College of Education, University of Minnesota

this outstanding course or instructor that we strongly recommend. So it seems to me that in this business of people entering and participating in graduate education that one or both parties -- the student or the advisor -- can become extremely puzzled or bewildered, sometimes intimidated, maybe even a little angry. So it seems to me that this warrants our taking a little time to look at the counseling process.

I hope that the University is not always seen as only rule-oriented and inflexible and unyielding, and those things; and I hope that students are not always seen as ones that cannot read and follow directions. They would not read the graduate bulletin, they would not follow the rules, and those kinds of things. So it seems to me, then, that it is important to look at what we are calling counseling. It just may be the very important link in the graduate education experience, and I think many times has not, perhaps, received the attention by both the student and the advisors that perhaps it should.

What I would like to do this afternoon is to share some ideas and some thoughts about an approach and my experiences in working with the counseling process, based on -- would you believe -- 8 years as a graduate student, and then 15 years as an advisor? I think now I am even more convinced than before that it is an important part of the graduate experience, and above all, it can be a humane process. Sometimes we feel that it is a little dehumanizing, and sometimes it takes us a while to even learn to live with our advisors. I am speaking now from the other side. Well, perhaps hopefully this session will stimulate an examination of some of the counseling practices that are in our various situations. What I am really working towards, in a nutshell. My whole pitch this afternoon

is that I feel that the objectives of counseling graduate students, for me, could be - should be - is to develop intellegent consumers of graduate education. Students or prospective students who view counseling as a cooperative decision-making process and who accept some responsibility for planning and implementing and evaluating their graduate education program. Maybe I might just run this by one more, so where I am really coming from is that the view of counseling that I am trying to make work is one that is a cooperative decision-making effort that invites the student to participate in the process, to accept responsibility for determining his or her course of study, for taking responsibility for even implementing portions of it, also the self-evaluation or evaluation effort. And since there are so many graduate programs available to us today, it seems to me that the more that they can be an intelligent consumer of the graduate education offerings, it just makes sense. At least that is the way I would like to have been counseled when I was a county agent starting out a few years ago on a master's degree. So as I say, I think the key words are intelligent consumers. There are several actors in the process and I will speak to this a little later. I am thinking of the extension organization as an important actor in process. I am seeing the prospective student as a very important actor in this process, and of course the university faculty and its support staff. I think what I am really trying to do is to start, if it has not already begun, and to really emphasize the self-directed learning process on the part of our agents and our staff who are beginning graduate study. At some point they will cease to be in a university teaching situation, and it seems to me that the counseling process is one place to start this process of assuming considerable responsibility for their learning. It seems to me that most of

the people that I see as they come in to talk about graduate programs, have been conditioned if you like, or socialized through their previous schooling, to be fairly dependent learners. They are likely to want a lot of very straight answers from me, like - How long will it take, and in coursework how many pages do I write and is it double-spaced, and issues of that sort. I guess I am willing to start where the learner is, but I feel that by inviting the student to be a participant in the counseling process that maybe we will move to more and more what I would call "self-directed" learning, once the graduate experience has stopped, or hopefully even while it is continuing. So in the rest of the presentation I would kind of like to share a rationale for this position or point of view, and perhaps then to suggest some roles for the various actors in the process. Then I think Patty is going to invite us to take a stretch while we invite a panel of 4 people to come to the table and to react and to share their own experiences from different perspectives. And following that, there will be time to open up questions from the floor about your interests and concerns in the area. So that is sort of the agenda for this section of the program.

When I was taking coursework in the 60's Cyril Hulett would say there is no adult counseling theory, and I was not completely sure what he meant at that point in time. I thought, well, there is counseling theory and there are adults. Now why isn't there counseling theory for adults? I should say that my degree training is not in counseling, so I may be a little bit on thin ice here, but I will try to interpret what I think he means. I think what he meant is that the counseling theories that were taught, and to some extent still taught, were pretty well based on the psychology of child development and adolescent development. We really did not have much

literature at that time in the area of adult development. That has been a fairly recent development in the adult education - continuing education, educational psychology field. And so what I think he was saying, now that I reflect on this, is that we did not know enough about adult development in the 60's to really feel very assured that we knew very much about how to counsel and work with adults. The more I think about this, I think that there are even more practices in counseling that are based on child psychology and adolescent psychology that we have borrowed from secondary education and elementary education in our practice with adults, and that maybe it is time to re-examine some of our teaching strategies, some of our other strategies in terms of what some of the literature from adult development is saying to us. So I think that maybe we do not yet today have a, "counseling of adults" theory; but I would not be surprised to see on start to emerge because we are beginning to learn more and more about the phases of adult development, the stages of adult development, and I have been working with some students in their research projects that have tried to influence practice based on those theories. I think a lot of what extension is doing, obviously maybe intuitively if not deliberately, is based on some of that. So I guess I am somewhat optimistic that maybe we will see a theory of adult counseling emerge even in the near future. But in the meantime it seemed to me as I thought that there are a couple of areas that we might explore together: the actors who are involved and the kinds of relationships that are involved in what I am calling the counseling process. So most of the rest of my presentation will be to expand a little bit on this particular scheme. As you can see, I did not get my degree in art. When I looked at this thing last night, I thought I would call it the ET model of adult

counseling. It sort of reminded me of that outer-space person, but anyway I doubt if even that would be acceptable. But here is essentially the way that I am seeing what we are doing -- seeing my role and perhaps your role. We are talking about a student who is employed in an organization, in this case the Cooperative Extension Service. There are, I would submit, some interaction between that student and that system that we need to be aware of in the counseling process. And then we have a university faculty member -- you, me, or some of the rest of us -- who exist in some university or college, and we all know that there are courses impinging and facilitating our role and our behavior in that setting. The thing, as I thought about this, is that there is also the larger society that I think impacts on these decisions. For instance it may be most notable about the student who is not employed in an agency. We have several re-entry students in our program, a number of people who are not employed in the extension service or the YWCA or whatever, so I think maybe they are really asking questions about the larger society, and they are questions like this: What is the marketability of this degree that I am about to pursue? Are there jobs if I get this degree? They do not often ask, but it is there: What is the role importance of lifelong education in our society? Is it just a here-today fad, or is it for real? Is this something that is going to be continuing if I make this investment of a degree? And I think we could also ask, Well then what will be society's expectation of that agency, in this case Cooperative Extension? And as we were at lunch today, I heard a group talking about a program -- what was the title of that, Jerry? The death of extension or something like that? -- in 1984 or 1994. Well you will have to see Jerry and others about that idea, but I do think these are questions that may come up in this

interchange of information with prospective students. In other words, they are saying. If I commit myself to a degree program in your area, where will I be able to go with that? And I think that is a really fair question. I think that is about all that I will say about the larger society area, because I want to focus mostly on the more immediate relationships of the student and the advisor, and so on.

Let us start with the prospective student. It seems to me that you can almost predict a variety of informational needs that they have. Here are the ones that I find most common. Starting from their point of view, it is amazing how many need reassurance of their ability to participate in a graduate program, whether we are talking about a research-oriented program or a professional practitioner-oriented program. Many -- not all, but many -- do need reassurance that they can actually do well, compete in a situation that they remember as being very rigorous, and so on. This is, as I see it, very important; it isn't accomplished in one session, it is a continuing kind of role. According to preadmission, but also during, they always want information information about procedures -- very practical questions: What do I do when, where, those kinds of things. Expectation and requirements: Do I do a thesis or do I do something else, etc.,? That is ususally among the questions that I receive. Finanacial -- how to finance the program? It is unfortunate that we are in an era where there is very little financial aid from the university. In fact, we really do not have any money for teaching assistantships in our program right now, whereas 4 or 5 years ago we 4 or 5. They may have only been quarter time or half time, but this has been one of the casualities of the recession up our way. My advise here is to go to the office of financial aid and to find out what they can about loans - information that

find out what they can about loans and that sort of thing -- information that I am not always up to date on. *I usually do draw on other people for that.* If they are in an organization like extension that has some interest in, or willingness for sabbatical leaves, quarterly leaves, tuition help, that is a plus. I wish that we had extension services behind every student who comes to the program. There does seem to be more readiness to help support graduate education here.

Less important on their list, but I feel it is kind of important for them to at least be aware of it, there are some goals of the program. The reason is I think while they are learning the goals of my program, they should be learning about the goals of the Home Economics program, and the Agriculture Education program, and the other kinds of options that are available to the campus. Part of this ties in again to their interests. A student picks up a bulletin and they see whatever it is - Adult Education, Extension Education so they stop by to find our what it is all about. And they may be really more appropriate for higher education or with an extension agent, perhaps what I would call a subject matter specialty or so on. This is an area that seems to me important. They know very little about their alternatives or options, and by this I mean the broad ones. You have heard already mentioned that we have several degree options at the master's level, both in the research oriented and in the practitioner oriented at the university. In addition to the University of Minnesota there might be University of Wisconsin options and other options. I think the point was made the other day by Clarence that we do need to help people be aware of options in other states, and I think this is particularly true when people be aware of options in other states, and I think this is particularly true when people come to me

as a prospective doctoral student. If they have 2 degrees from the University of Minnesota, I think we're going to encourage one of our really strong people who happens to work in extension to go to Wisconsin and get her doctorate. I said to her, you have 2 degrees from the University. I really think you should look at another university for, if nothing else, a different point of view, to meet new faculty and so on. To me, this may be one of the most important aspects of helping them become intelligent consumers, because if you did not know there were 20 kinds of cars available, would not that affect the way you bought a car?

Here is the thing that they really want to know, but they seldom ask: What are the real constraints? What are the unbreakable rules? I think, and again I am not saying that in the negative sense, they are there many times for excellent reasons and I think they need to be aware of some of those and what the rationale is to the extent that it is appropriate. Then the whole idea of cooperative planning: a lot of people at the master's level and the doctoral level have had very little experience in being treated as an adult learner. That may surprise us - but many of them are not very skilled in assessing their own needs and interests, being a partner in identifying alternatives and options, and what I would call the program development process. This too, you just cannot expect them, because they are an adult, to be skilled or even have attitudes that say Hey, I want to do it this way. So I find that you start where they are at and you just keep working with them until they at some point get turned on by planning the program cooperatively. But it seems to me to be a definite informational need in terms of abilities to plan an understanding of that kind of process and an attitude that supports it. There probably are other informational

needs. Let me just cite some of the individual differences that I try to pay attention to, that I have noticed. Individuals do differ in their comfort level with authority figures. We really are, in their eyes, a fairly powerful individual. It is always exciting to see somebody walk in who can be at ease with a "academic professor" as with a colleague. This too takes some time, perhaps, to do that. That is an area where I notice a lot of individual differences. Also differences in this business of cooperative planning, which I have already mentioned. Differences in what I would call their being a dependent learner vs. an independent learner. Many people just want to be told what to do and do it the fastest way they can, and have this thing behind them. They do differ in their experience in being treated as an adult learner. Many times, particularly re-entry people who received their bachelor's degrees several years ago, have raised a family and are now re-entering the graduate education world to perhaps help them with a career - not only do they need lots of reassurance, but they need to know that it is OK to speak out and express what some of their interests are, and it is important that their input is provided into this process. They also differ in their preferences for what I call traditional education, and non-traditional. For instance, within the last year, one person came in and it became very clear that she was oriented toward a non-traditional degree through Goddard College. She was at that time an extension employee. Recently someone with the Girl Scouts made it very obvious to me that nothing could be worse than sitting in on my classes, or anybody else's classes. So what do you do? Do you make her uncomfortable, and yourself? I turned and went to get the list of Goddard and Nova University, those institutions that offer nontraditional courses, and I

think we will both be happier with the process. So it seems to me that his is an important dimension, that not everybody is necessarily 100% appropriate for your style of advising or your style of program. This seems to me to be a crucial aspect.

Then there are those individual differences like those who read all of the stuff before they come for an interview and those who have not read the graduate bulletin, and may never read it unless you insist. They differ substantially in their ability to do research, and this is why I am grateful that we have the 2 options of a research-oriented degree and the non-research oriented degree. If you have not worked with a person who struggles with every apsect of a little data collection experience that we write up for a Plan B paper in our MA program, you'll have an interesting experience. I am always glad I have done it, after it is done, but I am really glad when we finish. There are individuals who have difficulty in conceptualizing, even writing, if you believe it - I am sure you do - and so on.

Then you have differences in their prior educational experience. Probably not so much in extension, but in my program we are likely to get people who have a liberal arts background. I think that is fine, I am all for liberal arts, but they do not have other things that a person who might come in with a technical background, with no liberal arts. So again, I think that is an area where, in working with people entering the world of adult - and I would think, extension - education, it would be kind of useful.

What are some of the concepts that I have found useful as we think about this individual? I find that, again this is old hat, I am sure for most of you, but I have found that Malcolm Knowles's assumptions about adult learners,

a basic starting point in dealing with adults. Let me, as I mention each one, give you an example of how that influences the process. His notion that adults want to be self-directing individuals, independent people as opposed to dependent people, is a rationale for making the counseling process a cooperative one, for inviting the students to become more self-directed in their learning activities, among other things. I think that may be the key to this whole business of working with adults. When you stop to think about it, you know we really want to be independent as adults. We want to have our own home, our own apartment, drive a car — and then we come to a learning situation and do this flip into being a dependent learner. Or at least sometimes we are. We may do that without thinking much about it, and I think it is difficult as an instructor or a counselor to make it an experience that builds independent concepts of self-independence, but I'm firmly committed at this point that that is what we should be doing. As I say, I think this may be the keystone of this procedure.

Recognizing that adults have rich experiences: this is why I have tried to hold down the requirements to a minimum. I heard Jerry say yesterday that he was for NO requirements of a graduate degree program. What that says to me then, that you then work with an individual and assess whether they have had some of these competencies and so on, and then build courses to supplement and enrich what they have and have not had. The idea of individualizing a program and to the extent that you minimize requirements, recognizes this adult experience. That doesn't say you still don't work on a course of evaluation, but you talk them into it or demonstrate its usefulness, I think is what we try to do, rather than "require" it. And I think that is another way of playing the first game of recognizing their

adultness - that we are not treating you like children and requiring these expectations of you. The readiness to learn is influenced by their social role. I think it is fairly well established now that a lot of motivation for learning has been sparked by what we call "trigger events": a new job, perhaps a change in marital status, being fired - those sorts of things. So I think knowledge of the person's social role - again, a new agent, an experienced agent, a working parent, a single parent - all those sorts of items without being nosy, if that makes sense. There is again part of the adultness. I do not know now, for instance, if some of my advisees are married or living with someone, or whatever. I just decided that isn't useful data anymore in terms of planning a graduate program, but I do think many times in terms of social roles and they may volunteer the information that is useful to us.

Immediate application. OK. An example of how we try to use that is when we start taking courses, I usually say for their first one, have you been thinking about a course that you would like to take? What would be appropriate? Usually they have, and usually it would be an ideal course for their program. I have gotten in my head the model that they have going to have fit into, but this again is helping them see that graduate education can be immediately applicable, and also gain recognizing, I think, their input into the program.

The last one is the problem-centered idea. This may not be the easiest to do, although that can also relate to course work. For instance if you are working with advisory committees and having difficulties with them, then this course over here with group dynamics or something like that might be the one. Many times I feel I have to play the linking bridge between their

problem as they see it and the kind of discipline or subject matter that will help them deal with that problem. Sometimes it is pretty automatic and pretty obvious and other times it is not so obvious, and there may need to be some information shared there. So as I say, I think Knowles's ideas about adults as learners I think can be very useful to us as we think about how you implement these. Those are easy things to write on a sheet of paper, and easy to remember, but to implement them always is not quite a easy as it sounds.

The other framework that I find helpful is Pat Cross's, characteristics of adult learners framework. She is saying that there are 2 kinds of variables in working with adult learners. There are personal characteristics variables, and the situational variables. Again this may be old hat, but I think she summarized a lot of the adult development literature here.

. . . the peak slowly, and I would emphasize that. They tend to decline. Atrophy, if you wish. For instance, it is been a struggle learning to wear glasses but I am trying. That kind of thing, for myself. So that is important to take into consideration. An example might be an older person who is enrolling in your program. Maybe the think what is important here is their reaction time and the fact that they like self-paced kinds of things, so that they are not unnecessarily doing timed examinations, or they may want to know the 2nd week of the course that projects are due the 4th or the 6th, rather than a couple of days before, because they want time to pace their activities, and time to maybe go to the library and read longer, those kinds of things. I think that is what that speaks to.

The second one has been called Phases, socio-cultural phases of adulthood. Again I find this is a very practical view, too, that adulthood is not one

flat long plateau which we used to think it was. I always say to the class that as researchers in psychology kept getting older, they kept finding that life at that age was different than they thought it was when they first researched it and wrote about it at a younger age. So all of a sudden we learn at 40, etc., that there is life beyond 35. Well, anyway, this is a notion that there are phases in the adult experience. There are various labels applies to these, but just to refresh your memory, examples are: leaving home might be during the 18-22 year age range; moving into the adult world, the 23-38, and so on. I am looking at the one called 37-42: becoming one's own person, and it says here people in that age group might have a crucial promotion, or they may have responsibility for 3 generations: aging parents on the one hand, dependent children who are graduating or potentially graduating from college or high school on the other hand; for women it may mean the "empty nest", the idea of re-entering a career or starting a career - those kinds of things. Anyway, this suggests that during the different chronological age periods in the life span that adults tend to go through what has been called phases. This might be part of the trigger mechanism idea, that a marriage or a termination of a job and so on, preparation for retirement are all triggering mechanisms for learning activities and useful information about the adult student in your program.

The third area that she summarizes for us is what's been called developmental stages from the psychological literature. This would be like Levinson's ego development work, could be Kohlberg's moral development theory, could be Perry's intellectual development stages. I have tried to depict those unlike the person as being all a flat line, that these development stages are higher and higher, at succeeding levels. That is an

interesting notion. So that is then a third kind of information, I think, about the adult learner that is interesting to us. Again this is a fairly new body of literature, and I am still not totally familiar with all of it. But I think it has potential for advising adult students in terms of continuing education and graduate education programs.

OK, so I guess I am sort of ready to kind of make 2 or 3 summary points here. I think that prospective students, or the extension agent who is considering graduate study, we should look at as having some common but some very unique informational needs. They have, I think, a lot of needs for information, based on my experience. And then I think the information regarding Knowles's ideas is helpful to us to kind of get a feel for where the learner is in terms of those particular points that we looked at. Where are you today in terms of self-concepts, what is your level of experience, and so on? And then I think Cross's framework helps us to think about, in the first stage, when to compensate for physical change. When do you compensate for decreasing sight, slow reaction time, this sort of thing? The way we deal, I think, with the first set of characteristics - physical change - is compensation. Then we also capitalize on those strengths that adults, with their increasing experience and wisdom, have in terms of the learning process. For instance, I think we have pretty well documented that adults can and will be able to continue to be able to learn to a considerable age, providing they have ample time, they are healthy, they are motivated, the learning makes sense to them, it seems relevant -- all of those kinds of things.

I think another thing we might take into account here is that the experienced person will probably do better with some of the exercises on

which they can draw from experience for decision making, problem solving kinds of efforts. Again, given sufficient time so that they could proceed at their own pace.

For the 2nd, the phases, Cross says that our role as an educator is to adjust to changes in the phases of life. If a person makes a major transition, then ours is not only to adjust but to understand and accept that there has been a change in that person's life pattern. Divorce occur, all kinds of activities take place that I think have an impact on the learning process.

In the 3rd, her suggestion to us is that we challenge them - the level of development. So we compensate for physiological change, we adjust to changes in phases of life, but then we challenge people to go to higher and higher levels of development is her suggestion. This probably would be worth a half a day's exploration, and I really don't want to get into that. But for instance, one example might be that many times people enter graduate study with a kind of dualistic perspective of learning. Everything is black or white. This developmental states theory would challenge us to help that person move to the next higher stage of reasoning that would show them there are shades of gray as well as the polar opposites in most issues. That is what she means by challenging them to a higher level of development.

So those are kind of my thoughts, then, about the students in this process: some of their informational needs, and then how we can get some suggestions from the adult development literature which I think can be very rich for suggestions for us in working with them in the process.

In terms of when, again I think that this is fairly self-evident but the counseling process, it seems to me, goes on prior to admission to a program, during the program development process and implementation, and even, if you like, after graduation. I had an example of this last just last week. A person who had finished her master's called up and said Hey, I had my paper accepted on my Plan B to present at a national conference. What will I do now? She got absolutely no information on what she needed to know - what went on at conferences where papers were presented and that sort of thing. So I'm not saying that this may be a heavy part of the job, but I think that there might be counseling opportunites even after the graduation experience.

Well, then let's look at the employing organization. It seems to me that there are 3 main roles here that I think the extension service should explore to be handled within the extension service. It seems to me the first 2 are very important, or first one of providing support. By that I mean psychological support that, yes, graduate study is OK, and the idea of administrative support - that there might be leave policies that encourage graduate education, there might be financial incentives for it, and we've talked quite a bit about that, so let me say just another word psychological. I think it was Roger Lawrence that said in the session the other day that he had a master's degree and was thinking about additional study and the supervisor said, "Well, if you go ahead and get that degree then you'll leave and I won't have you." The supervisor was essentially saying, "Hey cool it." You said it differently, I think, but I think that here is where the reassurance to learn sometimes is handled. Here is where graduate education or continuing education at the graduate level is an appropriate role for an extension person. Again, that may sound redundant, but I think that's very important, particularly coming from the employing organization which you

are in the role to do, or those of you in extension. And then of course the administrative ones.

The other one - the second one that I think is important at your level is assisting the staff in becoming aware of their options. Several things, I think, are here - and that's helping me as the agent discover what maybe my special interests and talents are, that 1. I like program development; 2. I think maybe being a district person with responsibility for supervising programs might be exciting. Or I don't like something - that I would just like to continue working in county extension for the next 30 years. But do some dialogue with the person considering graduate study. Where do you see your interests? What are your career expectations? Those kinds of things. I may also need some ideas from you to what are chances for you within the extension service? Most young extension staff know very little about what is required to become a specialist or a district director, or the fact that you could even go to another state. And maybe you don't want to push that much, but it seems to me that this is a critical input from the extension organization, as I see it. And then also to help them be aware that at, say the University of Minnesota, there is a Master of Agriculture degree, there are MEd degrees, there are MA degrees and they differ somewhat in these ways. So here are some options for you to consider. I see a district supervisor role here, I see a staff development office role in assisting this person who's interested. Well, here I am and where do I go from here and what are my options?

The other thing I think that's very important here is the idea of how do you access the graduate school or the university system? Most large universities are percieved as very complex, almost impenetrable, kinds of organizations, and I know many of you do this. You know, here's somebody in soils, here's somebody in nutrition, here's somebody in extension

education who can explain those kinds of options for you. I think that's very, very important because I think a lot of people are confused just because they don't know who to call at a large university and they get referred about 20 times to somebody and it's always the wrong number. Some people experience that, and again I think that this would be a real contribution to the individual.

Well, I've already mentioned who I see as the actors within the extension service - supervisory personnel and I see a staff development office, possibly one that has information about various options not only in your state but in maybe neighboring or surrounding states, at least so that - you know - I feel that the opportunity to review and choose from among a number of sources without that you have just one choice, I think will make them better satisfied without their graduate program and not locked into something that they wished afterwards they had done something differently - you know, that kind of thing.

All right. Now let's turn to the advisor. I guess now I'm talking about me and those of you who, like me, work with the academic programs. We've gone through the other part of the model here. It seems to me that we don't talk a lot about this, but I think it's important as an advisor. What kind of a person do we want to develop in this process? I've expressed one point of view, that I would like to help a person move toward becoming a self-directed learner, a cooperative planner taking more and more responsibilty for his or her own learning, and that sort of thing. That may or may not be the sort of philosophical position that your program should have or could have, but I think that this is important for you or me to be fairly clear on. And I think that is important to communicate, you know, to the potential student - that this is what you'll experience if you sign up and, so to speak, come with us. I think we play a mediator role here, and the best way I guess I can say is that I think there are demands on the subject matter, you know, expectations from the fields including my own, and the individual whose

interests and goals and career expectations we know something about. I think sometimes there does need to be a little mediation here to, on behalf of the learner to help, get the right or maybe what we think are the correct or the preferred courses of study. Also we may have to do a little explaining and supporting of the standards that are coming from the subject matter. So I spend quite a little bit of time in explaining one half or the other to the party. If a person is helping think this through, this can be an important role, mediating the demands between the degree requirements or the discipline. Maybe the person doesn't want to be a Ph.D. and only wants two courses in this field, so I think that that may be an important role for some.

I mentioned already the advocacy role, and I find this most, I think, in the admissions area. Just last week we had a request for a doctoral candidate and another faculty member and I had interviewed this person and we were quite impressed. We received the application and wouldn't you believe, here's the grade point average from a Canadian university, a little bit below where the graduate school recommended that we have. Well, we certainly took that into account that we had letters of recommendation and other other things, and then sent back our recommendation to admit this person Well the letter then came back and said, "Well, we've reviewed the application and we recommend that you withdraw your recommendation. Well, as Dean Peterson said earlier today, you don't have to accept that as a final word, and so we chose not to. We decided to get additional supporting evidence and then went back in with what we called a conditional University of Minnesota admittance, and I think at Illinois it's another term - limited status. That's the concept that gives - that allows someone

to at least try to prove themselves in the program. The person came down for summer school and one of the faculty members who had this student said, "This is one of the most powerful students I've been around in a long, long time." You know, well, here was a transcript that's probably 15 years old, when maybe grading practices were harder and tighter, it was also a woman which may mean that - well, I won't say too much there, but anyway ...OK. And so this is what I mean by the advocacy role. Sometimes we have to, you know, we have to go back to the person in admissions and to reassess and sometimes they are not admissible. Then we try to help them find some alternative where they can either pursue their goals or maybe come up with a more realistic goal. So I think the advocacy one, and interpreter I've already mentioned and these are often rules, standards, regulations, procedures. We can't expect graduate students to understand the academic procedures and rules that you and I live with every day, and, you know, I find that they'll accept them and comply with them and use them to their advantage when they have a better understanding of them for the most part. Most of the time.

I think if we're really believing, working toward self-directed learners, I think we have to help them with the self-evaluation process too. So this, I think, then becomes another part of the counseling process on my part. To help them become aware of the standards on which a doctoral student is evaluated, or a master's student, in other words, How do I know when I'm there? Also in terms not only of performance, but the planning process as well. Last week we sent in the Ph.D program for a woman who works in corrections, and she is a probation officer in our state. What happened was that it was sent back because they recommended coursework in 2 areas, and they were right. I had absolutely, you know, kind of obviously overlooked those as important areas to her program. Well, to help this person

now realize that this may be a natural part of the program planning process rather than to get all upset and to think the world had ended because it came back unapproved, we immediately, got together and recommended some courses to deal with those two areas, and I think the program will be approved, without much difficulty. So I think that the more we know about the whole planning process, from student/faculty through the graduate school and whatever, the better it is.

The notion of co-planner here. It's obvious, and I've already said it, but I think it's worth repeating that to see my role in this as a co-planner. When I was at Syracruse, I was working with a master's student and he happened to have an agriculture background, and he worked in Cargill, which I think was a, cooperative, wasn't it, back in the northeast? Anyway, I thought he really needed a course in philosophy as we looked over his program, I tried every argument and every bit of persuasion to have him take this one course in philosophy. I finally said, "OK, I'll accept your judgment on that." I won't impose it. I think, you know, it would have done this, this, and this, or been good for these reasons, but I think sometimes co-planning means that if you can't win your point through persuasion and some other kinds of things, then maybe you have to, recognize that as one of the consequences of this particular model.

We have the possibility of having student input into naming advisors and changing advisors in our program. I have known so many students who had fairly minor to major personality conflicts with advisors, and as this just seems to be a reasonable thing to do. We on our faculty have decided we're not going to take this as a personal thing. We're going to rationalize and say, well, it's best for the student. Many times there's a good reason for it - the person's research area is with another person. I may be the program advisor

and then the research interest comes along and it's with another faculty member. And so rather than holding on, and it seems to me there are good reasons for having a policy where you have student input into who their advisor is and then changing.

A couple of problems with it, from my perspective, and maybe you will think of more. It does take time. You don't just hand a sheet of paper to a student and say, "These are the classes. Go enroll, and see you later." So I think you have to be willing and find the experience I guess rewarding enough to invest that kind of time. And to those of you, my friends in extension, if you do feel you get short-changed, I think, in the advising end of it from academics, the main reason may be that we really do have finite amounts of time, and some people really just don't have the time to maybe be as thorough or take as much time as maybe another colleague or another department. I don't know the answer here, except that, you know, time is pretty precious and limited, and it may be a possible explanation of why you feel there may be "poor advising", if indeed you feel that. The other thing is too, and again this is from a very selfish perspective. I don't feel that academic faculty are really recognized for doing a good job of advising, for using their time this way. I think the "something" - the university or the system or whatever - would rather see us do research or doing something. Getting a grant - and so when I go up for promotion or merit raises, I'm sure it's looked at, the advisees that I've had and if they've won awards with their research or whatever else that they've done, they've gotten a Fulbright or something. That's nice to know, but that's not very heavy stuff when it comes to promotion if we're in a research university. And I think most of our universities here, you know, are in that mold. So this kind of a dilemma that I find myself in and I suspect others have, is, you know, the time to do the job that you'd like to do, knowing full well there may be little

recognition at the end of the pike. Now that's my perception. Maybe at your university it's totally different, and if so, would you please tell me how to change it? Anyway, that I think is part of the picture.

Well, to go on with advisors, I think we use various methods in the in-depth advising process. Written material is, I think, absolutely essential We prepared in our program a 5 to 6 page paper going step by step, taking people through the total process of the degree so that if they want to read it, it's there. This is sent to them upon making inquiry into the program, so you know, as I say, it's there for them to read, it's a process we go through in submitting a thesis proposal, it's how a program is filed - it's all of those steps that aren't always included in a graduate bulletin. I guess we do pull information out of the graduate bulletin to put it all in one place. So, written material I've found to be extremely useful.

We try to have- well, we use the interview method a lot. We try to have a pre-admission interview with everybody who inquires about the program, to deal with some of those informational needs and our learning about them in that process. We have personal conferences throughout the program to work out the course of study and those kinds of things. There are telephone calls, of course, and there's personal correspondence. We also have a newsletter from our graduate program that we try to use to communicate a lot of kind of basic information, and we get it out about once each quarter - try to have courses that are coming up in the next term, faculty hours, you know, minor little things that again, with the idea of helping them to use us as effectively as possible and to know about things that are coming up. I think it's saved us a lot of conferences and telephone calls and so on, and we've had a nice response from it through the years.

Peer counseling is fine. There are 2 things I'd say about peer counseling: I try to help students recognize that the grapevine may not always be right,

even though I used it extensively back when I was doing my graduate work. Other students' experiences - there may be some myths there, too, that you have to watch for, but I do like to get other students' reactions to courses. We have several people interested in training and development right now, and so we've had some students on internships at places like Honeywell and Control Data and so on and so forth, and so very often they're very helpful in explaining to students what they might be able to do in an internship like that, or in certain courses. The idea of networking, I think, is important here. You have students - well, people who've gone through certain experiences, I think can be very helpful to counsel people who haven't. I put "group" here. We haven't really used group counseling or group orientation as much as we should, I think partly because we admit students on an as-they-come-in basis; we don't have a quota. We review an application on its merits and that person could be admitted any time through the calendar year. So it's sometimes very difficult to have enough people, or think that we could get them, in for a group session and that might be something we should try.

Well, the last part of the pie is the college or the educational university or educational institution. It seems to me there are a few things too - that relate to the counseling process here. At least 2 levels, the university level, which could be the graduate school or the college, and then the program level or the department level, and so on. And it seems to me that within the university or the graduate school or the college, there are some traditional considerations that are part of this. You can apply so many credits from extension continuing education to a program, you know, there are some of those kinds of traditions that we, you know, that are in place and maybe they're rules or procedures and so on. So that seems to me, you know, part of the picture. In terms of philosophy, perhaps the distinction between the

graduate school research-oriented programs and the professional school practitioner-oriented programs is part of this domain. Also, a request last week from someone in Africa saying that he would like to apply for a position to read for a degree in our program. I think he was coming from the English university system where you don't take courses, but you read a reading list and take examinations, and then maybe come in with a thesis written and stand, you know, and defend the exam. Well, I just had to write back and say our system wasn't organized that way, as I do to people who want a non-traditional degree, you know, through our area. The political area is there because I think there is a little politics in the admissions process.

So the main power play that seems to be - that I've been in most often has been within our department, our own director of graduate studies and our faculty. This is one that we do have to pay attention to, and I do think that students need to be aware of this decision-making process.

Psychology? One of these days it would be fun to explore with deans of graduate schools on how the adult development theory might be used in that process. For instance, an example, I think, of it not being used is the idea that our undergraduate GPA as I perceive it is the most important statistical bit of information on an application at the University of Minnesota for the graduate school. It's almost like it should be tattooed on your head and there for life, because you'll never mature or grow - you might have a stright 4.0 master's degree program at Harvard, Tufts, and Stanford, but if you had a 2.2 under-graduate, heaven help you. Sometimes, you can, as I said, make a case. But it would be fun sometime, and I hope I have a chance to dialogue with graduate schools about how we might look at re-entering studets or women who have earned credentials 20 years ago, the notion of growth and maturity and motivation and the adult years in terms of things like admissions and those kinds of things. I say this with a little bit of feeling because we've been

through a few battles on that. At the program level, again I think these same things are important as far as for knowledge for students. For instance, in our program we are trying to adjust to part-time students as part of our philosophy, trying to accomodate the adult life styles. We are trying to help people become more self-directed, independent learners. We are trying the cooperative planning. That's kind of our philosophy and they, I think, do need to be aware of that aspect. Psychology at the program level - we are trying to use adult development ideas. Maybe not too well, but at least that's our hope. And then in the political area is that there's a willingness on the faculty's part to share the power in the planning process, to work with adults as adults. That's what I see this cooperative thing attempting to do, so that we're at least co-equals in that regard. I may have more expertise in these areas and this is where I can help; the student has expertise here, and those kinds of things.

Well, that's my experience. Just a few final comments. I think that student's morale through this program has been fairly high. We've enjoyed, I think, a pretty good support from students participating in the program. I say that thinking that our dissertations and our research papers have done very well. I think our colleagues in the same department don't know this, but I have a feeling that our quality of students is higher than their GPA's, Miller Analogy scores, in general, and so on. So I think that it has tended to work for us. I think I see the cooperative planning idea as a turn-on for students. They're so glad to see their ideas respected, or at least I sense that. And I do think people do become more self-directed, more willing to assume some responsibility once reassured that they can do this, and that is a part of it. It doesn't work 100% of the time, and I could cite a couple of cases. Maybe the key question here is when do you take a stand, or do you ever take a stand? Or is it whatever the student wants the student

gets? Well, one example. One person walked in the door a few weeks ago and wanted to change from our MA program which is through the graduate school and is research-oriented, to the MED program. This person had really completed all the coursework for the MA, but he's just put off doing the research paper. He wanted me to say he could transfer that all over to the MED. Well, that's inconsistent with the philosophy of both those programs, for one thing. The second thing is the person is brilliant, smart - he could do a fantastic research paper, and he should do it, he'll probably get a Ph.D. someplace, sometime - this is a natural part of it. I guess I took the stand rather than saying you can't do it, I said "Well, here's a person you need to go talk to to see if this is a possibility." It happened to be the person supervising the MED admissions. I didn't call him, but I was hoping he would say that violates all the rules of what you can transfer into the MED program. It was not designed for people who didn't want to do it in one to just completely switch over. So that is an issue, and maybe it seems minor and maybe we should have changed, but it does, I hope illustrate that we do, you know, there are some things that we try to respect. Well, I guess I find it useful to look at counseling as a cooperative process involving the student, the employing organization, with the supervisors of the person, the staff development offices and us. It seems to me that adult development theories and concepts and experiences are extremely useful here, have been proven useful from my point of view, that the organizational contexts have to be considered, both the employing organization and the university granting the degree. I like the idea of an individualized program, if we do believe in the individual differences notion, as we age the cohort groups becoming increasingly different in my view, and that the student has full knowledge of the options that are available to him or her, and the real constraints that are there that, you know, may be there for a very good reason and often are, and our

task then is to understand them and to work with them. Thank you very much. (District Director: Ms. Pennie Crinion, CES, University of Illinois)

The role I play in the reactor panel today is representing the supervisor role on the ET model that we had earlier, and as you can tell from my resume that Patty shared with you, I have limited experience in the supervisory role, only a year and a half. Patty shared with you that I have anywhere from 60-65 staff that I have administrative responsibility for and I'll refer to that in some of my remarks a little later on.

I did a brief count: Illinois does not hire entry level positions at the master's level, so there is a lot of staff involvement in pursuing graduate work, and a lot of time spent by staff in deciding on those decisions on which direction they're going to go. I took a count - I think 28 of the 60 that are currently in region 2 have master's. There is another 4 working on them, and there are 4 pursuing either advanced certificates or doctoral prgrams, or have a doctoral degree, so that's kind of the background I'm coming from. I've only counseled a very few of them, but I am going to draw on my remarks and reactions in relation to my experiences as a graduate student, some of my own decision-making in the degree route that I'm pursuing, and also my admissions experience. For 5 years I did a lot of counseling, about 5000 a year through the graduate admissions office that I supervised, most on the undergraduate level. So I'll extrapolate a little from that. I did develop a lot of links in that position and I'll talk about that in relation to Dr. Copeland's remarks because I think that's a key role, one that I played. I didn't try to do any counseling there was a counseling center that did career counseling, but I did a lot of linkage and I dealt a lot with the bureaucracy and I would be glad to react to any questions that you might have about that. I also had some contacts with the counseling center on campus.

Basically, I guess, in reacting to Dr. Copeland's comments, I would say that I agree with them and might elaborate on a few of them. When I was trying

to get a handle on what to react to and what remarks to make, I thought of the staff and decided I could classify them in about 3 categories, as far as dealing with them as a supevisor. Basically those include those who know where they're going, those who have decided their direction in graduate work; then there's a whole set that are still searching; and then there's a set that don't care to go anywhere. They aren't interested in graduate work, they're not searching, they have no direction, they're perfectly satisfied. So you've got basically 3 groups you're dealing with. Those that know where they want to go, I think there are 3 groups of them too, and you need to assess -- we discussed in Dr. Lawrence's group what their motivation is. Are they seeking promotions, and in Illinois we do have a system of ranks, 2 of which - the upper levels - require master's so they can't go any farther unless they have the master's. That's an incentive. Or are they seeking promotion in terms of to an administrative position, or are they seeking to make changes to a specialist position? So all those things interrelate.

Those that are on track, those that know where they're going, I think there's the one group who knows what they want and they're not going to seek any help from the supervisor, very little help even probably from the staff development person or an advisor. Very self-directed. I think the key role that I play in those is to know what their motivation is. I still have to know that as a supervisor so that I can be supportive, and that's back to something I think Dr. Copeland said.

Then there's a set who are on track but they can't find a resource, and that's who I feel most comfortable with because of my background. That might involve helping them find resources that they need in the areas of admissions, what kinds of information - and I have an inside track on that - but I think each supervisor would be helpful, if you do have some information about the admissions process, the rules, the regulations - and somehow we need to

facilitate that within the system to do that for supervisors. I think we need to help them link with a staff development person, or the appropriate faculty. The supervisor can play a key role in that; and also to provide interaction opportunities. I did a paper in one of my classes on the counseling center on campus at the University of Illinois and when we looked at what kind of people went to counseling centers, and what people didn't and who they went to first, the first person they go to is a friend. And those of you who are in extension are probably well aware that the professional associations are often a place where staff find out about resources and opportunities. That's probably an appropriate role, but I think as a supervisor, one of the things that we're looking at one of our regional meetings on the topic of our Weber funds which are support for graduate work. As a supervisor I can do that, I can facilitate the opportunities to discuss on extension time, but that we also, I think we need to be aware of what is happening in the professional associations. That's one of their goals, professional improvement.

The one I have trouble dealing with, and I don't have any inside clues on how to handle this, or any expertise and I'd be interested in hearing your reactions - are those that are on a track, but may not be on the right track. I think those are the toughest ones to deal with, and I think as a supervisor you have to be very careful of the signals you send to staff. Any of you who are supervisors have probably dealt with the new performance against standards appraisal system, and there are several items on that document that indicate, "does the staff do advanced work?" "Do they pursue professional development opportunities?" I'm dealing with a couple of staff who feel that because they were not rated high on that particular item that that means they should pursue any type of graduate work they can get their hands on. It's worth maybe 2 points on the whole evaluation, but I've sent the message

wrong or something's happened. So then you have them heading off in this direction that may be not exactly in line with what the goals of the organization are. That's difficult for me to make a judgment. Do I stick with them on counseling them on things that are directly beneficial to their organization - is that the role I'm supposed to play, or do we allow them the flexibility to pursue something else that may take them outside of extension, on some other career? I don't have a good handle on that one.

Those who are searching for something I think are a little more difficult, and I guess I use kind of the questioning-reassuring role, things we talked about in Dr. Lawrence's session, helping them to look at what they do well, what they like to do. I get the first shot at them, many times, in that thinking process, and I may not solve that one as a supervisor, but then my next step is to link them with someone else and then it may clarify for them. I think it happens prior to entry into graduate work, and I've done some counseling to a limited extent with some people who are halfway through and aren't sure they're going the right direction. Should I keep on toward the doctorate - is this the direction I need to be going?

I started to tell you all that I think you need to watch your biases, and I have a very pragmatic one - I sometimes tend to impose those on other persons. My pragmatic bias, though, may fit right in with what Knowles says, you know, we want something that's directly applicable, and I'm not a great one to look at things away in the distant future. I take hold of the thing that seems most applicable. I try to watch that with my staff, I try to help them investigate - what are you interested in? Do you really want to be a specialist? Are you interested in administration? Is your end point the master's so that you can progress to senior 1 or senior 2? I think it's a key role to be a problem solver rather than an information giver, and I sure got a workout on that one in admissions on campus. You know, what do I apply to?

Which one am I going to get in? Well, what do you want to be? I want to be an engineer. Whatever ... I don't know what I want to be, I want to get in the one I know I can get into. I want to go to the University of Illinois. And it's like the person calls up the county advisor - tell me how to fertilize my field; don't give me the process, I just want to know what to put on it, how many bags of fertilizer do I need? I don't want to go through that whole process. So that's not always easy because some of the staff do want a direct answer.

Again, in terms of help with resources, I think it's important that you link with the right person on campus, and I know some of the rest are going to elaborate on this, but as I was looking over my notes on my paper about the counseling centers, one of the myths of counseling is that counselors have universal empathy, and that's not so. Not so. Not everyone fits with everyone in terms of being able to counsel or relate to them, and I develop those linkages on campus. I don't have them all yet in extension, I do at the University of Illinois, - I can tell which faculty or which person to call that will be most helpful. That may or may not be good. I'm going to let somebody else elaborate on that.

Also, I think it's important to counsel them on how to deal with bureaucracy, and I have an edge in that too, I think, having worked with that. To be prepared for bureaucracy at a big university, in spite of how hard the staff tried in admissions office, we didn't always have a very favorable impression, and it just might have been the question that was asked or the particular response at that point in time. One thing I do personally as a graduate student, because of having been in admissions, I read very carefully everything before I ask the question. That's because I spent hours of time writing procedures and materials and information. Then they'd say,

"Well, how do I apply?" "Well, did you read the information?" "No, you tell me how to apply." So I'm very careful now when I go into the graduate college that I read everything first, and usually it's down on paper, and I don't need that much help in interpreting.

I think also as a supervisor I can help them deal with the pros and cons in terms of -- once you've found all those links and resources and materials -- either a paper/pencil exercise or a verbal exercise in terms of, if you go this direction what are the pros and cons of that? And if I go in this direction, what are the pros and cons of that? And I think that deals with what you were talking about -- dealing with situational barriers. There are literally some things that you have to make choices because of situational barriers, or personal characteristics.

I think a final role in those that are searching is to encourage people to take some risks, and I think extension can be characterized -- we talked yesterday about economic factors that tend to limit what people will do in their extension master's or graduate work, and that's real, and we need to deal with that. I think we need to deal with the fact that extension people are doers and that they're basically rather conservative, so to take a risk and to leave the county and to go for graduate work, and to not know that their position is back there or not know if they can rent their home or find a home where they're going, takes a little encouragement. I think extension staff, the majority, may be less likely to be risk-takers. And that deals again with some challenging -- the psychological stages that they're in.

I think in summary I would say some of the key points that I've seen as a supervisor in my role is to know the motivation of all of your employees, whether they know where they're going or don't know where they're going. Search that out; try to have a handle on that. I think another key item is the time limitation. I mentioned before I have 65 professional staff; I do

one-to-one conferences with them about twice a year and see them in meetings about another half-dozen times. I really cannot do what you would call an adequate counseling job. It's very frustrating. The best I can do in recognizing that, is to refer to a staff development person or advisor. I wish I could do more of that; I enjoy that, I enjoy the one-to-one.

A key role as linker: I need to be knowlegeable of where to send people, things to do. I need to watch my biases, and I need to help them come up with their own problem-solving. If any of you have any comments when we get to questions about how to handle the difficult dilemma that I face when I think staff, or how to judge staff going the wrong direction, I'd welcome any of your comments. My experience, as I mentioned, is limited, but I am teachable.

(Program Leader: Dr. Barbara Froke, South Dakota State University)

Seven Issues to Consider When Career Counseling Extension Staff

I'm excited to be a part of a discussion on career counseling of Extension staff because my doctoral work was in counseling, guidance and personnel work, because my dissertation studied aspects of career choice, and because I have been attempting to apply the counseling concepts and skills I learned for seven years in a most challenging laboratory - the Cooperative Extension Service - in my roles as a state program leader and district supervisor.

There are seven issues or areas of concern I'd suggest that we contemplate as we consider the career progress of our staff.

Environment

The first issue is the environment in which counseling occurs. The environment in which I do counseling is a far cry from the one-hour, concentrated sessions with a student in a counseling cubicle at the University of South Dakota!

Geographical distance, multiple responsibilities and busy schedules too often result in short and infrequent contracts in person. Then, the administrator must often deal with more than one issue (Each issue is important and may be complex.) at a time, and we often attempt to meet all staff members needs in one day (while we are in the county).

Because we cannot always be physically present, I often find myself trying to solve sensitive, complex problems via telephone, for example, instead of "calling for time" so that an in-person and more indepth session can be held.

Therefore, it is important to recognize that career counseling will not be held in a "textbook" atmosphere and that the administrator may have to negotiate for an appropriate amount of time and communication method to insure effective counseling.

Career Aspirations

The second issue to consider is what contribution we can make to help our staff pursue their career aspirations.

Facilitate dreaming

We need to help people dream! Particularly in tough economic times, people tend to short-circuit their thinking to consider the issue of security only. I think we need to help people aim for what they really want with security being one of many considerations discussed rather than an overriding issue. This means encouragement of some risk-taking!

Sometimes helping people dream involves loving confrontation. After a miserable experience with my master's degree research (I moved out of state before my thesis was finished, and my advisor forgot the topic, focus and point of progress of my project; I'm lucky he remembered my name!), I was not very

receptive when the associate director (now our director) approached me, Suggesting I consider pursuing a doctorate and a future career in Extension administration. Before he even got warmed up I said, "No way; I'm never going through that again; no more graduate work for me." He calmly proceeded with his thoughts on the subject and suggested that I think about it. That seed he planted really did result in my enrolling in a doctoral program within a year. You'll notice that the approach used was "loving confrontation" not coercion nor passivity.

Making career decisions

But staff need help beyond dreaming or brainstorming. I think they need help with awareness and use of the career decision-making process.

I think it's important that they face the issue of graduate work, for example, and make a conscious decision to pursue it or not. The fateful alternative of just not making a decision becomes an end result a decision by default.

I think administrators and staff development people need to help staff contemplate their career future with foresight, thinking long-term and making concrete plans.

As in the personal example I gave, positive interest and suggestions may help keep a staff person involved in our organization, while meeting both their personal needs and those of the organization.

We need to help staff in eliminating or reducing real and perceived barriers so that they can pursue their dream realistically. I know a veteran agent in our state and one in another state because he does not possess a master's degree. Early in his career he had plans to pursue the degree but a financial barrier arose. What if someone had helped him eliminate or reduce that barrier way back then?

We can also facilitate staff's progressing through procedures, policies, and other hurdles related to the bureaucracy of the university academic system. As Harlan Copeland observed in his presentation today, this will involve providing reassurance, meeting the student`s information needs and also facilitating decision-making among available options.

When Staff Wants to Resign

A third issue concerns reacting to the threat of resignation by a valued staff member.

Some of the most interesting career discussions I've had with staff occured when I was approached because someone was contemplating resigning their position with Extension.

The first (and natural) impulse I have when this happens (if the person has been effective) is to do whatever I have to do to convince them to stay.

I believe we should fight that first impulse. Karen Craig, in her mini-session yesterday, pointed out that in the future it will be "normal to move from organization to organization. I think that it already is normal.

Secondly, positive assistance to someone now may result in that person returning to our system later, or they may become positive recruitors for our organization.

Making a good decision

When staff are contemplating resignation, I think we should again assist them with the process of decision-making. I always tell them: "Never quit on a bad day." I try to explore with them the pros and cons of staying and the perceived pros and cons of each alternative they are considering. This kind of a process helps them to see reality with less interference from emotions than

happens when you quit on a bad day.

Sometimes, however, this kind of analysis clarifies a clash between the staff person's personal values, needs or goals and those of the organization. At other times identifying and discussing the pros and cons of the person's current position, emphasizes to the person the value he or she places on the pros. This is when I vigorously pursue reduction of the identified cons!

Finally, if the staff member decides to resign, I do whatever I can to assist them with pursuing their chosen option.

Work/Play/Learning

A fourth area of concern--and a crucial one--is facing the issue of balance of play, learning and work in our lives and those of our staff. I recommend that you read Richard Bolles' book, The Three Boxes of Life and How to Get Out of Them.

Many staff are reluctant to pursue graduate work in any depth (or even a career change!) because of an overriding sense of responsibility and commitment to their job responsibilities and (in the case of county staff, their county). This same sense of responsibility often produces job-family conflict. What I am saying is that many of our staff have awfully large work boxes, compared to the time they spend pursuing learning and play.

What is our philosophy?

The fifth issue centers around a question which administrators and staff development people need to contemplate: What is our philosophy about or view of counseling? We must clarify our philosophy or purpose of counseling so that we don't produce unwanted results.

My biases support Copeland's ideas of the intelligent (student) consumer of

of graduate work, the independent learner and his idea of cooperative planning between student and advisor as well as his suggestion that we need to know and apply principles of adult learning and to provide for individual differences.

I think our counseling needs to be active (remember, my experience with loving confrontation). "Just listening" can convey passivity and even lack of interest

Yet, our counseling should encourage strength, independence, self-determination and self-responsibility in our staff. I like to think of this kind of counseling as empowerment as opposed to always "doing for" them, always having an answer or being authoritarian. One of the compliments I shall always treasure was a comment written on a form evaluating my supervision of county staff. A county agent said: "She does not accept pat answers." I try not to give them either!

Level of Counseling Skill

The sixth issue we must face is the level of skill of those of us who are discussing career and graduate work opportunities with staff.

As you know, many--if not most--administrators come to their jobs with subject-matter background. Their training often does not include training in counseling, decision-making or planning process skills.

I have observed administrators, supervisors and even staff development people operating at three levels:

First, there is the person who has not studied counseling or group process concepts and possesses little skill except common sense (not to be underrated, however).

Second, there are the people who are interested in the helping process and skills, have taken courses and have read books in this area, but do not demonstrate effective skills.

The third category includes those of us who have studied, have skill, but who "get lost" in the meetings, tasks to complete, and schedules to follow. We lose, at least temporarily, our sensitivity and forget to use the skills we do have!

The point I'm making here is that those of us who work with personnel need to continually pursue training in process skills and to re-examine our practice of them.

I was appalled to discover while attending Minnesota summer school that I could count the number of personnel administrators on one hand. I, myself, had not taken formal coursework for nearly seven years.

Don't administrators and personnel workers need training? Of course we do! Our learning box (Bolles) needs to be balanced with our work and play boxes too! We need time to sit back and think about what we are doing, how we are doing it, and "what could be!"

We need to "slow the merry-go-round" down enough to be sensitive to staff (and our) needs and goals.

I think administrators need training and need to consciously practice skills such as counseling-listening skills, facilitation-planning skills, problem-solving, decision-making skills (including conflict management) and career counseling-skills decision-making processes per se.

Policy-The Bottom Line

Attitude, skill--even commitment--is not enough to insure effective career counseling for our staff. Our organization's policies must support--back up--our rhetoric.

The policies, procedures and reward systems of the organization need to be congruent with the counseling philosophy and counseling process.

Let me end my comments by asking these questions:

What is the counseling philosophy of the administrative and staff development staffs?

What is the level of concrete commitment of administrative and staff development staffs to career counseling of staff?

Is the philosophy and commitment congruent within and between the administrative and staff development staffs?

What policies, procedures and reward systems are in place to support the philosophy and the commitment?

(Academic Level: Dr. Jake Wamhoff, Michigan State University)

Well, at a time like this I always wonder what I'm going to say. Recently my daughter asked me what I was going to do when I grow up. That's always a problem of people who are in the counseling business - you always go to school every day, and they wonder what you're really going to do when you grow up.

Also I'm really concerned - that's really interesting: just think, if a person was in the right spot, the right staff development officer, maybe that person's wife would not have gotten pregnant. Is that the issue there?

I'm glad to see that Penny is really taken with staff development because I think that maybe she will aspire to be a staff development officer. At least that's what she indicated here a minute ago. By the way, I do believe in being dreamers, too, Barb. I think dreaming is pretty important, especially for those who are educators and are trying to dream of what might be, not necessarily what is.

Well, a couple of comments: something that might be worthwhile to remember and in a short form. I've completely rewritten everything I was ever going to say, plus the fact that I can't read what I wrote because I need glasses. But I'll make sure that Pat Borich wakes up before I finish.

I heard one word quite loudly, both from Harlan and also from other people here, and the word was "listen." If you're an academic advisor or supervisor, most good counseling is by being a good listener. So if I said anything here today, I'd say that: Listen to what the person has to say, and then other things can develop from that.

Now I have a few other comments I want to make, and most of them are reactionary. We're a reactionary panel, so I'm going to react a little bit. Some of the comments that were made: If you do a good job of counseling, and you're talking about doing a good job of counseling, you're liable to get more work. If you're an academic advisor and you do a good job of counseling, you're going to get more work because people are going to come to you. So putting on the hat of the academic advisor, I think we have to think about that as we advise staff development people and others. I was talking to someone this morning about a fellow and I who are a resource development unit. Terrific guy. I send a lot of our extension staffers to visit with this individual. He is a good counselor. Some people who are in academic advising might be bothered by that, just as a thought. Many academic people who are advisors do not like to have staff members do shopping. Who was it - Roger, I believe that was you also - did we all go to Roger's session yesterday? - at any rate, a lot of academic people say, for example, that if you come to

me as a prospective graduate student, you've already decided that you want to major in whatever I'm an advisor for, and you're not there just to shop. That's a little unusual. Extension people have a tendency to do shopping, as an intelligent consumer, and that might be a problem for some academics. That's something that maybe we as staff development people ought to be thinking about: how we might help our people be intelligent consumers by learning how to shop without being offensive to people who don't want to take the time in other academic programs. Not all of us are like we think we are in terms of being good listeners and patient developers.

I'm always interested by that self-directed approach. One of the things about being self-directed,and some people don't like to have a self-directed approach, is because it fails or if they fail, then who's to blame? An interesting concept, and I think there are a number of people who are not always taken by that self-directed approach. I'd rather have someone else advise me, tell me what to do because if it doesn't go right I can blame you rather than myself. An interesting concept, and as we advise adults we may want to think about that. I agree with it, I'm totally in support of it, but it is a problem that comes to mind.

Another one I do want to make a comment, and that was a comment in terms of aging and the part of being 40 people and the people who leave the nest. I think part of the concern that we constantly have to be concerned about as extensioners is to make sure that we're not always thinking of kids leaving the nest and therefore the woman has a problem. I think leaving the nest also has an effect on males as well, and I think we often times talk about advising people who might be wanting to "get back into the work force". Well, maybe there are some males that about that time are trying to get back in

the work force because they're changing jobs or whatever, as well as women who have been in the work force for a long time.

Does a graduate candidate, or does an extension field agent, always have to be advised so that the person is better to serve the organization? Sometimes we have a tendency always to think of it in that way, and I guess from my perspective, I have this basic philosophy in terms of adult development, and that is we ought to advise people to grow, to experience, and that might cause them to leave the extension service, and that might be good for both of them and the organization. If they leave positively they will benefit the organization in the long run.

How much time can you spend as a counselor? You mentioned something about time, time-consuming. One of my staff members recently showed me a letter that he had received from an individual who praised him up one side and down the other, and I was extremely pleased with it. I thought that was really nice. This person said, "You know, I had an opportunity to visit with you. Because of my visit with you I've taken a new direction in my life and I'm really excited about the new opportunities and the fact that you took time to talk with me about my career and where I'm going in life." When I took it back to him to say "That's really a nice letter," he said, "You know, I think that's worth about $300." And seriously, he said, "The other day I had a friend who had some papers that were read by an attorney, because he was buying a house, and he spent about 35-40 minutes and charged him $200." Now what's more important in terms of advice: advice on buying a house or a whole career life? Interesting concept. How much time is worthwhile? And we as academicans, people who are operating within the academic world, need to take a look at our time commitment to that. We have a saying in our time mangement film that says to be ruthless with time, but gracious with people. So you need to think of ways to circumvent some of the time-consuming things and yet make sure

people get the right kind of answers.

Advocacy role: I love that phrase. Advocacy role. I've had some advocacies for me too, and quite frankly I think I'm a slow learner. I mean I had trouble getting through chemistry, and it's a good thing some people gave me a chance to learn. I think one of the basic philosophies we have and theories we have is that people really can learn unless they are mentally damaged somehow, and those folks also can learn. I guess the philosophy that I'm saying here is that it's very important that we always remember that no matter what that person may have had, whether it be a 2-point or whatever we're talking about with all this credentialing, that we always begin with the concept that this person is starting anew and that there is a possibility that they can learn. We need to take some of these other instances to give people opportunities to get in. If you are an academic advisor, take a look at what that person has in other areas and become an advocate.

Another area that we may want to take a closer look at, and that is in the advisor's working with advisors in other majors, within our own college or other colleges that affect our people in our organization. For example, faculty development. It seems to me a part of faculty development across the board might be in the whole chore of how to advise students. Dr. Cooper is with us here, and she's had quite a bit of experience in working with academic advising, especially with the young people who came into the 2-year program. But it's an exciting kind of task, and a big challenge to help other academic advisors to be able to see the whole picture. You may have to enlist the role of your dean to do this, but if academic advising is important, then I think that's important to get in there.

One thing I wanted to mention - I had mentioned to the group that we at MSU have a thing that we call a graduate school planner. There's a few copies

I'll put over here on the table, and when we get done you may want to take one per state and look at it. But this is kind of a little form that people can fill out. In terms of being ruthless with time and gracious with people, I suggest that maybe some of the things you can do when someone says, "Hey, I'd like to visit with you sometime about a graduate program, " you can send some materials ahead of time that helps them to do a little self-analysis; also some information that you can prepare, so that when the person comes in you can be quite helpful to them in a very straightforward fashion. So, some of you may want to pick that thing up.

Peer counseling - you mentioned peer counseling. I like the idea. I think that oftentimes more is caught than taught, and quite often, if you don't believe that people who are in graduate school talk to each other, you'll be mighty surprised. We all know who is a good professor and who isn't, and who's a good teacher, and who's a good advisor. Peer counseling is very important.

And one last thing I want to mention here, which is a phrase I just want to take a little bit further than -- you're talking about being an intelligent consumer in a graduate program -- Colleen works with our new staff as they come into the extension service in an orientation program, and she helps them to be what she calls "an intelligent immigrant." Thinking of getting in the organization is like landing on the beach, you are the immigrant into this island, and all the other people there are the natives and they have the road maps; and you as the new immigrant- the new possible graduate student - do not have the road maps. So I think one of the ways we can be a good academic advisor is helping them build a smart, intelligent immigrant road map.

(Staff Development Leader: Dr. Terry Gibson, University of Wisconsin)
Well, your comments dealing with orientation are a good lead-in to some of the things I wanted to share with you as I reflect on the role of the staff development person in this whole process. I think we need to

to continually remind ourselves of the cost, both in dollars and in time, and the human cost as well when we bring somebody new into an organizaton. The orientation is very important during those first couple of years, and I think the assistance that we provide them in their graduate degree planning is also very, very important to them and to the organization.

A little bit of background as far as Wisconsin: a master's degree is required for continued employment in Wisconsin, and we have traditionally between 50 and 60 people that are in the process of working toward a graduate degree. My colleague, Debbie Ansett, is involved to a greater extent than I am on an ongoing basis in providing counseling, so you may want to visit with her as well on some of the techniques that she has found useful. But I think it is important, and the key concept that I would like to stress in our discussion here is the importance of looking at counseling as a team approach, in that the staff development people are there to facilitate this process. The key actors in this process, I would argue, are really the people that represent the agent's program area, as well as the district supervisor or the district director, and that our role is really a facilitating one in that we can help them in carrying out that responsibility. I think counseling on both a personal and a professional level- and professional obviously relates to looking at the whole career development of that individual and where they are currently in their career plans and where they ideally would like to go. I think an important factor to take into consideration, given the primary responsibility of that counseling, rests with what we would call the district leadership team. It's sometimes a question of readiness on the part of the individual who needs the counseling. I think we've found in the past that sometimes people may not quite be ready for that counseling, but the clock is ticking away. So I think one of our roles in working with that district leadership team is to keep them continually aware of where the people are in

their district, what their needs are, kind of how that clock is ticking, and to work with that team to begin to facilitate that process of providing counseling. We go about that in a variety of different ways, but in many respects I think we have an important role in kind of being the trigger to trigger some of that counseling and to be a reminder as well.

Some of the unique roles that I think the staff development office plays in providing this counseling is, one, being a source of basic information on graduate programs at various institutions. We have catalogs from all over the U.S., and I think as a basic source of information we need to provide information to the agents as well as to the district leadership team, to help them in their counseling role. Also, we can play a very important role in providing information on the process, on the technicalities of admissions, financial support, all of these details.

A little bit different role that goes along with that is to facilitate a true and open discussion on career development in perhaps some non-extension areas. Also to help people keep some of their career options open. I think in many cases the staff development office, to the extent that Debbie and I get involved in one-to-one counseling - we become to some extent a neutral source that they can come and talk to us as first of all, in a trusted environment, in a confidential environment, and we can be very helpful to them, I think, in raising questions. Not providing answers, but in raising questions, and raising options, things that they should perhaps be considering, and in discussion with their significant others. Now the significant others that they need to carry on that dialogue with are obviously the members of the district leadership team. But I think we play a very important role in raising those options that they need to look at.

I think another very important role that we can carry out is open discussion on the purposes of graduate education. I think we do in

Wisconsin get some people who say "My golly, I've got to get that master's degree if I'm going to continue my employment with this organization," and I think one of the things that we can do is say "Hey, hold off. Step back. Why are you really interested in a graduate degree? What can it do for you personally and professionally?" and to help them truly understand the scope and dimension of what a graduate degree involves, and to not waste the option. I can look back at some people that I think have wasted a beautiful time in their lives.

I think we need to provide counseling on a pre-degree, during the degree, and post-degree. I think we do get some questions periodically as people are making progress, or lack of progress, on their graduate degrees, that they'll come in and want to just chat for a while about how well they're doing. And I think we can provide some reassurance to them. Harlan, as you were talking earlier, the reassurance that people are provided is very important. I think one of the things that we have overlooked, and I hold myself to blame for this, is not taking greater advantage of some of the post-degree counseling that we can do in helping some of our agents that have gone through and gotten excellent degree experiences to share some of that knowledge more openly with their colleagues and to help the organization benefit in a more direct fashion from the experiences that they've had. So I guess this is the challenge that I would throw out to all of you as staff development people, to not look at counseling just as a pre- or during, but to look at those follow-up type things that we can provide that helps the institution grow as a result of some of the graduate learning experiences that people have had. Well, those are just a couple of brief comments from my perspective. I'll turn it back to you, Pat.

At this time I think we have a few minutes that we could use to entertain some questions if any of you have them for the panel or for Dr. Copeland.

Thank you very much. It's been a very enjoyable and interesting afternoon.

Role of Graduate Level Education in Developing Management Skills in Extension Administration

I. INTRODUCTION

A. Great to be back with colleagues

Good evening. It's great to be back with all my friendly colleagues interested in staff development. I've been so heavily involved in administration for the past several years that I haven't had a lot of time to ponder about graduate education and staff development. This conference has given me an opportunity to think about graduate education as it relates to to management and administration of Extension.

B. Conditions under which I was invited to speak

As an administrator, one is inclined to turn down invitations for speaking engagements in mid-August. However, the conditions under which I was invited to speak here this evening were so wonderful that I could not have declined, had I wanted to. First, I got a call from Don Swoboda, as he was working with the committee to organize this conference. "Say Pat," Don said, "We've been looking all over trying to get a speaker on graduate education as it pertains to Extension administration. We've asked a number of top administrators to speak on this subject, but they all said no. So, we decided to ask you. Don't worry...if you do decide to speak, there won't be any great expectations."

Patrick G. Boyle, Chancellor- University of Wisconsin

I was really thrilled to be invited here under these conditions...but I was even more excited when Don called me back two weeks later to tell me that the agenda of the program had changed. The tour-planning committee thought their tour would be both more important and more interesting than my speech, so they shifted me to Tuesday evening. Don said, "This makes it even easier for you, Pat. We've put you on as the banquet speaker, so everyone will be tired and full --there will be even lower expectations. And if your speech is short, it will go over in a big way." Don is a very influential administrator.

C. Three things to cover in speech

Seriously, though, I would like to cover three things before this evening is over:

1. I'd like to give a little background on the job of an Extension administrator in today's rapidly changing environment for continuing education and public service programs;
2. I have identified seven leadership and management areas that need to be developed for an administrator to cope and provide leadership in this environment; and
3. I'd like to briefly describe how graduate education can make a contribution to the life of an administrator.

II. BACKGROUND --THE ADMINISTRATOR'S JOB (or 2 weeks in the life of a Chancellor)

As background for how graduate education can be helpful to the role of a continuing education administrator, I'd like to recite for you a few of the items that have demanded my attention and decisions during the past two weeks. It's my way of describing the job of an administrator.

1. A meeting with a state legislator who complained about the involvement of an Extension faculty person in some meetings sponsored by a U.S. Congressman from Wisconsin. The complaint was that the congressman was using Extension faculty for his own campaign and publicity purposes. The question concerned the proper role of a professor in an institution of higher education.

2. A meeting with the joint committee responsible for preventing duplication and promoting joint planning between the University of Wisconsin system and the Vocational, Technical, and Adult Education System. The question related to the cooperation of the two Systems in business programs.

3. A two-day meeting of the UW System Board of Regents, with questions on the agenda such as justification for 39 Extension faculty promotions; collective bargaining; the continuing education fee policy; and the adequacy of faculty salaries. The challenge is to keep the Regents fully informed.

4. An insurance claim for a small fire in one of our conference centers.

5. A meeting with the State Legislative Audit Bureau on recent revisions to the Extension continuing education fee policy -- a policy which they sharply criticized and mandated revisions in last year.

6. Decisions on allocations of a $1.5 million dollar "unitwide" account, which had been reserved from the divisional budgets last year to reconcile a projected institutional deficit. The policy is to reallocate these dollars back to priority programs and related equipment needs.

7. Decisions on allocation of a very small amount of money allocated by the legislature for 1983-85 to retain outstanding faculty who could be recruited away from Wisconsin. This decision will be to select 10-12 "stars" out of a possible 300 outstanding faculty.

8. A question from the President's Office on why a state legislator is complaining about our WHA radio programs.

9. An interview with a newspaper reporter on tenure commitments in Extension --how they affect our ability to change program priorities and shift gears to meet changing needs -- how they affect our relationships with the cooperating counties in Cooperative Extension programs and with the U. System campuses in General Extension programs. The challenge is to identify a logical rationale, because we do have some labor education faculty who support collective bargaining.

10. An appearance at a State Legislative Committee Hearing on economic recovery. It was about the present and potential programs Extension can offer to help the state's economy through assistance to small businesses, agriculture, local governments, and industry.

11. A letter from a county taxpayers' group opposed to expansion of a local airport -- they accused the county resource agent of being an advocate for the expansion.

12. Preparation of a summary annual report of my activities over the past year in advance of a personal conference and performance evaluation with the UW System president.

13. Discussion and decisions on a conflict between the Business Outreach continuing education programs offered by the General Extension Division and the Small Business Development Center programs offered through the Cooperative Extension Division. The challenge is coordination, rather that duplication and conflict.

14. A complaint from a committee that sponsored a series of three workshops on sexual harassment -- because I didn't participate in all three. I only participated in one.

These 14 items are examples of the activities that an Extension administrator will be involved in when meeting the leadership and management challenges of an institution of higher education. These activities involve decisions that have to do with programs, fiscal management, personnel, internal relationships, and external or constituent type relationships and support for Extension. All of them require an understanding of and ability to use selected concepts drawn from a variety of different disciplines. And that's what I'd like to focus on in this presentation.

III. LEADERSHIP AND MANAGEMENT AREAS

I've enumerated seven leadership and management areas necessary for the effective administration of an Extension organization. Inherent in each of these areas is the ability to clearly understand and utilize a selected number of concepts drawn from disciplines such as education, sociology, psychology, business management, or political science.

1. Decision-Making within the organization

Inherent in administrative decision-making is the challenge of being rational, fair, and objective. Daniel Griffiths has defined the administrator's role in decision-making as follows:

> "An administrator directs and controls the decision-making process. If the administrator is the controller of the decision-making process, rather than the maker of organizational decisions, the decisions will be more effective."

I agree with Griffiths to an extent. The challenge is to apply the decision-making process appropriately to different situations -- to know when a decision should be made quickly, or delayed; when it needs a consensus; what participation is needed; when the participation is more important than the decision. But when a decision. But when a decision must be made, the administrator has to "climb the mountain" and make it.

For example, if the institution recieves only a 1% salary increases from state government, should the administration decide how that 1% will be distributed, or should the faculty decide? Because of the small amount of the increase and the sensitivity of the decision, perhaps it's one that should be

made by the faculty. However, if the institution receives a 10% salary increase, the faculty may want 9 across-the-board. In this case, the administration may have to decide to use most of the money for correcting salary inequities, or rewarding outstanding faculty.

A number of concepts of conflict, leegitimation, problem-solving, analysis, and group structures will help. Contemporary theories of decision-making and reasoning have considerably strengthened our potential for effective action. The challenge is to consistently implement a decision-making model within the organization. To be an effective manager, the administrator must be a goal-oriented decision-maker who knows where the organization is going and how to get there.

2. Constituent and political relationships and support

In these days of heavy demands for accountability, budget-cutting of what are seen as "non-essential" programs, tight public funding, and large numbers of citizen and private lobbying and pressure groups on all sorts of high priority roles for Extension administrators. It's up to the administrator to take leadership in deciding what types of efforts will be most effective in gaining the favorable attention of state legislators, county supervisors, and other decision-makers.

The effective administrator will be prepared to build external support and interagency or interinstitutional relationships through understanding and application of concepts such as persuasion, pressure groups, social structure, systematic linkages, rural/urban disparities, and community dynamics.

3. Resource allocation and fiscal management

Allocation of resources involves a question of relative values. It's not merely the challenge of deciding whether it is more worthwhile than other things on which the money could be spent. It's a matter of deciding on reallocation of funds from one program that is judged to have already met a need, to another emerging as high priority. It's a matter of judging the optimal allocations to a program or whether some capital investments, such as computers, would be more worthwhile. Resource allocation and fiscal management include the legal and administrative requirements, accounting policies, and assignment of accounting responsibilities to effective budget managers. The concepts of innovation, readiness, accountability, cost-effectiveness, change, and diminishing returns are useful concepts in this area.

4. Administrative Climate

The Extension administrator must know how to build faculty and institutional support, change campus attitudes toward extension work, and alter patterns of organizational interaction when they are negative. He or she must possess the people skills, communication skills, and concern for the personnel to exercise democratic leadership and work effectively with faculty governance units. The administrator will be a team player, as well as a team leader, supportive of the faculty and their prgrams. A favorable climate, in which employees have ready access to supiors, keeps morale -- and thus productivity -- high. Innerent in administrative climate is the concept of organizational behavior. This term refers to interpersonal relations, group interactions, and

relationships of all kinds, both formal and informal, within the organization. It includes the group factors that contribute to the performance and effectiveness of the institution. It pertains also to those employee attitudes and reactions to management that affect cooperation and productivity. It's primarily a matter of communication and democratic principles that result in a constructive administrative climate. The concepts and theories of socialization, personality, human relations, culture, learning, counseling, and value systems also are useful.

5. Personnel management

The critical tasks of recruitment, selection, orientation, training, performance appraisal,and professional development are familiar to all of us. The management of tenure density and collective bargaining are major new dimensions of personnel management that need attention. For example, collective bargaining may affect participatory decision-making on the part of faculty or faculty governance units. Tenure density and faculty retraining opportunities are important considerations during fiscal difficulties or when changing program priorities. Long-range staffing plans that allow the flexibility for changing priorities are also becoming more important to Extension institutions. Implementing a merit pay or reward system becomes much more difficult task when the funds available to reward excellent performance are minimal. Supervisory approaches should be designed to aim toward improving employees' performance, productivity, and job satisfaction, with the goal of having all the employees work together toward the objectives of the organization. The concepts of social power, delegation, communication, social

interaction, human growth, learning, influence, and role expectations can be applied to the real life skill of personnel management.

6. Mission and priorities

My sixth area of management has to do with the mission and priorities of Extension work. Many states have moved on to deal with emerging concerns, such as energy, small business development, environmental resource development, technology transfer,groundwater quality,and many other priority areas. In many cases, Extension has changed with the times. In some cases, however, traditional Extension work has remained pretty much the same since it was founded.

The management skill involved in priority-setting and redefinition of the Extension mission will insure that our programs do not become obsolete, but change to meet the changing needs of people and society. A strong leadership role will be required to insure that effective long-range planning takes place, that the appropriate faculty and clientele are involved in making decisions on future needs and priorities. But we no longer have the idle luxury of time to speculate about new trends and problems...we are right in the middle of change and it won't stop to wait for us to catch up. The concepts of creativity, culture, problem-solving, analysis, goal-setting, change, accountability, and program development will help the future administrator construct attitudes and methods for changing priorities to meet changing needs.

7. Image of the organization

The final area in which management skills must be exerted is in creating a positive organizational image. The image of the organization is the perception that the formal and informal leadership of a state holds about Extension work in general and the institution in particular. This image determines the influence and effectiveness of the organization to a great extent. Image depends on favorable publicity, a strong public presence, and satisfied constituents. Extension leaders must come across well, both in speaking and in writing. People must associate their local programs with the larger institutional efforts -- and the more components to the institution, the more likely it is that people will tend to think of them as unrelated entities. To tell the Extension story effectively, we must have data to describe our results. Impact or results evaluation is one of the very few measures of our effectiveness that we can draw on. Image depends not only on a crack public information person, nor only on articulate leaders, but primarily on the programs we offer and the results of those programs. What effect do our programs have on people's lives? How can we know those results and then describe them to others? Administrative leadership must point the way. The concepts of communication, accountability, perception, role expectations, power structure, and measurable objectives can help.

IV. CONTRIBUTIONS OF GRADUATE LEVEL EDUCATION

Now I want to challenge you to examine approaches to connect or relate the concepts that can contribute to the management and administration of Extension programs with the various learning opportunites available through graduate study. (VISUAL HERE)

Every professor knows that there are number of opportunities for the graduate student to master relevant skills and concepts. These opportunities include:

* Research -- especially the thesis or dissertation
* Professor/student relationships
* Course work and related assignments
* Internships -- practical working, teaching, or research experiences
* Seminars and other types of discussion groups

At the same time, there are a number of concepts to be mastered through these learning opportunities -- the concepts to be mastered through these learning opportunites -- the concepts of decision-making, leadership, communications, authority, and group structure, for example.

Some would argue that graduate school is not proper testing ground nor does it provide the most relevant kinds of preparatory experiences for those who will become leaders and administrators. They say that life experiences in business, management, communications, programming, and other fields would provide a much more relevant laboratory for training administrators in all the new kinds of skills they must acquire to adequately lead in this era of rapid change.

These folks might be right. But I would argue that graduate school in continuing and adult education has the potential to provide the relevant kinds of experiences through research, course work, seminars, and internships. I would argue that the effective continuing and adult education administrators starts out with a profound respect for and appreciation of the adult learner. Love of learning, background as an educator, experience as a teacher -- and most of all, experience as a learner, will make for an administrator who never dissociates process and product. This is the most basic element to be learned in graduate school...not facts and definitions, but a comprehensive understanding of relevant concepts, skills, and values that can be used by the administrator in a variety of situations.

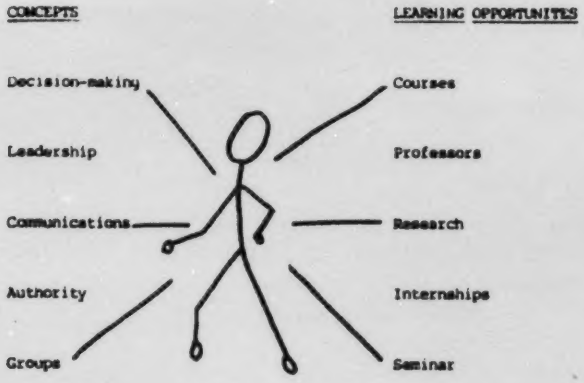
One of the problems that you as professors face in designing graduate programs for administrators is that the educational result desired is not in the professor but in the student -- the potential administrator. For it is the student who learns by developing new patterns of behavior. The student begins to think or feel or act in different ways and this is called learning.

When one is trying to solve a problem or deal with a new situation, he has in mind a kind of image or map of the situation he is confronting. This so-called cognitive map serves to guide the individual in attacking the problem or dealing with the situation. This conception of the situation includes, as any map does, several areas or parts. For example, if I am learning about the concept of decision-making, I have a conception of decision-making in mind that guides my thoughts. This map of decision-making includes several concepts. I have a concept of legitimation.

I have a concept of persons and organizations related to form systematic linkages. I have a concept of influence and how to use interpersonal relations to gain understanding and commitment. I use this map as a guide to my thinking in dealing with situations that require decisions. This cognitive map guides my planning and actions. The concepts in my map can be changed and others added as I gain greater understanding of the subject, and they have been changing as the years go by.

If decision-making is an important concept for the administrator, then the challenge for graduate education is to provide a variety of different experiences, through research, course work, and other opportunities to learn the important concepts related to decision-making.

So, in summary, for the education of an administrator, a major question is: what can the administrator learn in graduate school that will enable him or her to be more effective in administrative situations? The answer is: concepts, skills, and values can provide a framework that can be used in all kinds of new and old job situations. The challenge is to design such a curriculum.



Extension Faculty Development Through Graduate Level Education in Extension: Relationships Between the Agriculture Experiment Station and Cooperative Extension Service in the Research University Setting

(Note: This is an outline of a talk given at a North Central Regional Staff Development Workshop on "Extension Faculty Development Through Graduate Level Education in Extension" sponsored by the Cooperative Extension Services of the 12 North Central states. At various points in this outline where my meaning might not be clear, I have included explanatory paragraphs. The points are based on my perceptions of common attitudes prevailing among faculty in midwestern land-grant research universities. Many are not compatible with my own personal views. Like many other speakers dealing with a very complex subject, I was not able to cover all topics in my outline during my presentation, due in part to the shortness of time available and, in part, to my unusually laconic delivery that day.

1. Traditional views of the experiment station.

    1.1 The experiment station: the principal source of support for graduate education and research training in agriculture and related fields in the United States.

    1.2 Role of the experiment station: two major perspectives, though views may vary from state to state depending on the organizational history of the station, the college of agriculture, and the university itself.

        1.21 Perspective #1: research arm of the college of agriculture (the emphasis being first on responding to what the college of agriculture views as its proper role).

            1.211 Principally in old line, midwestern Ph.D. graduate schools (Wisconsin, Illinois, Purdue, Iowa State, and to a lesser degree, Minnesota, Michigan State, and Missouri).

            1.212 Response to needs of state largely determined by the perspectives of the departments of the college (or school) of agriculture.

            1.213 Greater emphasis on basic research characteristics of Ph.D. programs.

        1.22 Perspective #2: quasi state agency for research on the agricultural needs of the state, attached to the land-grant university and administratively linked to the college of agriculture (the emphasis being first on responding to the research needs of the state).

            1.221 Other midwestern stations: a role more independent of college of agriculture's graduate training concerns.

Keith Huston, Director-at-Large, North Central Association of State Agricultural Experiment Station Directors.

1.222 Experiment station emerges somewhat more visibly as an organizational entity with greater control over resources.

1.223 Graduate education less important in determining research priorities.

1.224 Ohio, the special case, because of its separate station location located 90 miles from the Ohio State campus. An excellent place to perceive the physical realities of a state agricultural experiment station, relatively unconfounded by university tides.

1.225 The land-grant college perspective clearly visible at North Dakota State and South Dakota State, and Nebraska (in a lesser degree) gives one a clearer picture of the historic land-grant tradition than in most other mid-western states.

1.23 Branch stations in all midwestern states: research units dedicated to solving multicounty agricultural problems, adminstratively under the jurisdiction of the SAES.

1.24 Elsewhere in the United States. Experiment station ranged from research arm of the college to statewide independent research arm for the state.

2. Views of the research university.

2.1 A community of scholars.

2.11 Each scholar keeps intimately familiar with all that is known in his disciplinary specialization. Thus, when he thinks of research, he is not thinking of what is already known (and what he knows, too) but what remains to be discovered. What he is supposed to do as a scholar is to add to current knowledge.

2.12 Modern specialization causes scholars to choose to do research only in those fields in which they have or hope to have peer recognizable competence. All else is simply a product of general scholarly needs to keep up as a generalist in instructional assignments.

2.13 Undergraduate and graduate education is the driving force.

2.2 Research university versus traditional land-grant university concepts.

2.21 Both share notions of (a) undergraduate and graduate education (b) research, and (c) "service."

2.211 Nonagricultural research in the research university is viewed as supporting graduate education to build academic departments and individual professors' careers. Fund sources are principally federal agencies through grants awarded in national competition. Grants are viewed as ways of securing summer employment or supporting graduate students.

2.212 Extension in the research university is confused with Continuing Education and Service. Continuing Education is paid for by students and "service" is paid for by the company hiring the university professor as a consultant, often on university time.

2.213 Undergraduate and graduate education is the driving force.

2.3 Direct focus on institutional perspectives, not state perspectives.

2.31 Institutional perspectives are molded by the faculty. Faculty perspectives reflect faculty composition (Figure 1). Heavy orientation towards physical and biological sciences.

2.4 Traditional biases: "Pure" versus "Impure" science.

3. Resources of the experiment station.

3.1 Principal source of support for graduate research training and thus graduate education.

3.11 In the North Central Region, SAES support about 1,700 M.S., 1,500 Ph.D., and 200 post-Ph.Ds. About 10% of the SAES monies support graduate students on a part-time basis.

3.2 Principal employer of faculty members.

3.21 Instructional faculty time in the research university is crudely alloted to departments on basis of student enrollments in classes. This allotment usually includes sufficient human resources that faculty members can average 10-20 percent of their time in "departmental research." In agriculture, however, this allotment scheme seems not to be the case.

3.22 "Agriculture is rich; people are employed 12 months; they have an experiment station that supports their research. They don't have to seek grants."

3.23 Matching scientists with state agricultural needs.

3.231 Complexity of state agricultural problems forces stations and departments to favor increasing the number and kind of science specialist.

3.232 Most scientists undersupported. Too much of their time is required for routine work, easily done by others less well trained. Too little of their time is available for more creative activities.

4. Extension and experiment station relations.

4.1 Irrespective of administrative structures, needs of state are addressed within departments. (Figure II)

4.2 Administrative structures within university and at collegiate levels create some varying perspectives.

4.3 The roles of experiment station and other researchers in creation and transfer of information are complex but generally understood (Figures III & IV).

4.4 Extension's basic pattern of operation is specifiable (Figures V & VI).

4.5 Researchers decide priorities. Extension specialists identify new problems and reaffirm priorities.

4.6 Production and protection departments most likely to be sensitive and responsive to state needs.

5. Extension faculty development through graduate level education in extension: resources.

5.1 Most resources to support graduate training are dependent on research priorities and funding from experiment station.

5.2 Fundamental mismatch between research priorities and extension activities (Figure VII).

5.3 Resources to train extension faculty other than through traditional M.S. and Ph.D. programs in physical and biological sciences are not readily available or attainable.

5.4 Perspectives of physical and biological scientists as "information suppliers" contrasts sharply with extension concerns as "people movers."

6. Extension faculty development through graduate level education in extension: perspectives of physical and biological scientists.

6.1 Most opportunities for extension faculty development are provided through traditional routes intended to develop research faculty in physical and biological sciences.

6.2 Though individual development is an outcome of research graduate training, that is a secondary issue.

6.3 The central focus of research graduate training is learning to solve research problems by helping the research project leader do one or more of interest to him.

6.41 Characteristics of graduate training in physical and biological sciences through the research assistant route of support.

6.411 Product is the "pot of gold at the end of the rainbow." Usually it is information that will be used by someone. Perceived as being relatively free of human foibles, because, after all, the "scientific method" has been followed.

6.412 Process, heavily dependent on human activities, is a necessary intermediate step. Processes vary widely among disciplinary specialists (contrast a horticultural breeding experiment with a microbial breeding experiment on the basis of time required costs, certainty, consequences of error, how and where performed). Process is a major component in faculty development. Yet, I am not sure how much of the current process is appropriate to training a person destined to become an extension worker, though it may help in making a career choice.

6.42 Union membership cards: M.S. and Ph. D. No other degrees receive much acceptance.

6.421 M.S.: (a) an intermediate testing ground for Ph.D. capacity work, both for the individual and the major professor-research leader, and (b) a research problem solved, useful to both, but not necessarily of particular moment.

6.422 Ph.D.: (a) an advanced testing ground for research capacity for the individual, and (b) a research problem solved, that contributes significantly to the research program of the research leader-major professor. (Note the shift in order of titles from M.S. to Ph.D. from major professor-research leader at M.S. level to research leader-major professor at Ph.D. level.)

7. The two worlds of science: contrasting views of the social sciences, including education and the physical and biological sciences (Figure VIII). (You must supply the missing words!)

8. Extension education and social sciences: separable or unseparable?

8.1 Barriers to programmed extension education.

8.11 Resources to support graduate training, independent of experiment station research resources, are limited. Even limited social science research resources likely would be treated more from the perspective of research goals of research leader than from educational goals of extension workers.

8.12 Cultural biases of Ph.D.`s relative to other types of doctorates in professional fields. Despite the fact that some professional doctorates include research activities, a bias against them does exist.

8.13 Lack of understanding among physical and biological scientists of the professional roles played by doctorates in extension education.

8.14 Language barriers: the social science language differs from the natural sciences` language.

8.141 Value laden - human social values and concerns.

8.142 Notion of nonintervention in personal affairs.

8.143 Notion of programming self-motivational changes in others.

8.144 Notion of creative interaction to effect change.

8.145 Relative importance of process and product shifted.

8.146 Difficulty in finding a starting place. Human behavior has been studied in the humanities and social sciences for countless years. What is new or undiscovered?

8.147 "I lead groups, cause people to interact and change successfully, yet I am not trained as a professional in such activities."

8.15 Insecurity of physical and biological scientists with social sciences as a research area.

8.2 Relative importance in extension education of roles of extension educators as "Information Suppliers" or "People Changers." (Figure IX)

FIGURE I

Research Scientists in Various Fields

Doctorate Universities

1978

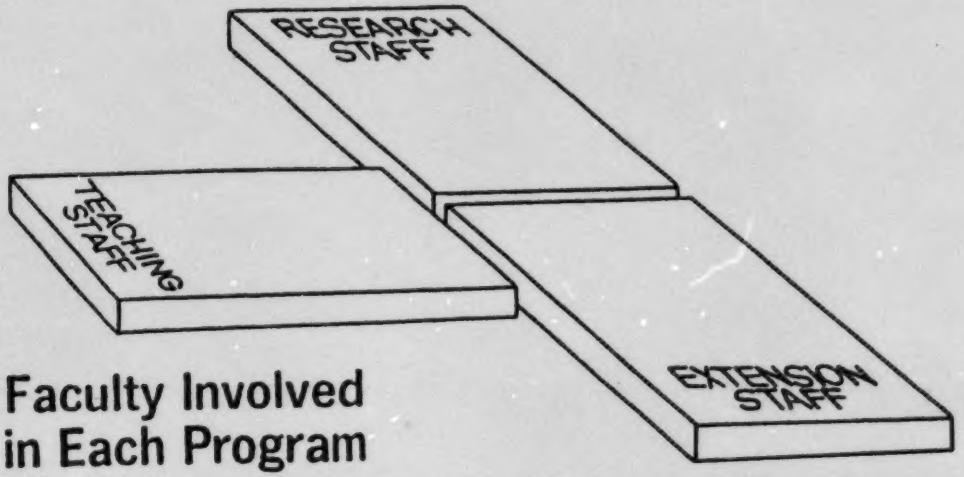
Field of Science	All	Research
Medical	50,091	13,949
Biological	27,827	11,798
Physical	17,316	6,517
Engineering	20,033	5,680
Agriculture	12,301**	4,588
Environmental	6,071	2,269
Mathematical	12,087	2,180
Psychology	8,855	1,838
Economics	6,827	1,531
Other Social*	7,104	1,256
Sociology	5,890	969
Political Science	4,790	656

* Includes education research
**Includes extension specialists

213

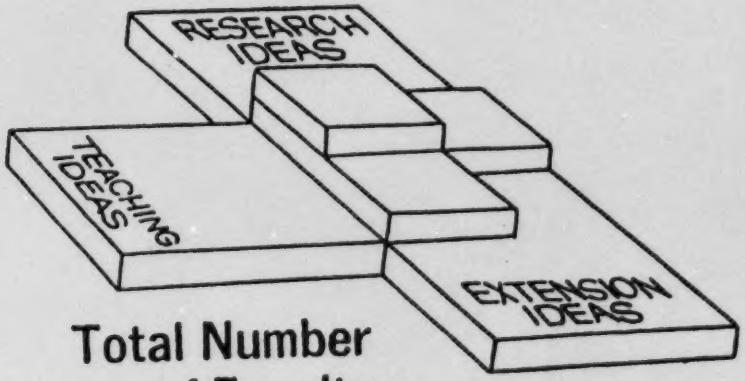
FIGURE II

Increasing Innovative Capacity:
Interaction Multiplies Talent.



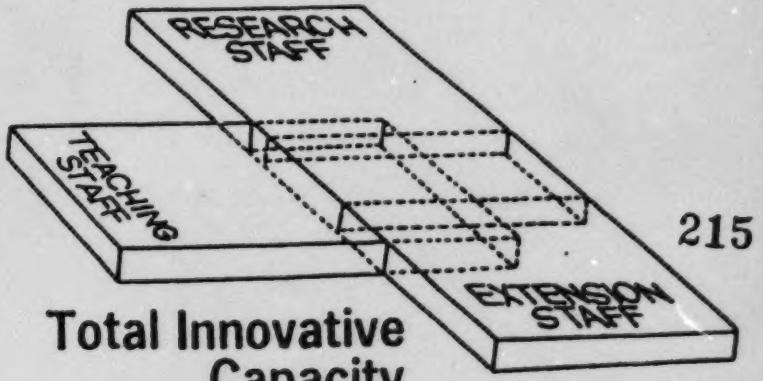
Total Faculty Involved in Each Program

211



Total Number of Faculty

214



Total Innovative Capacity

215

FIGURE III

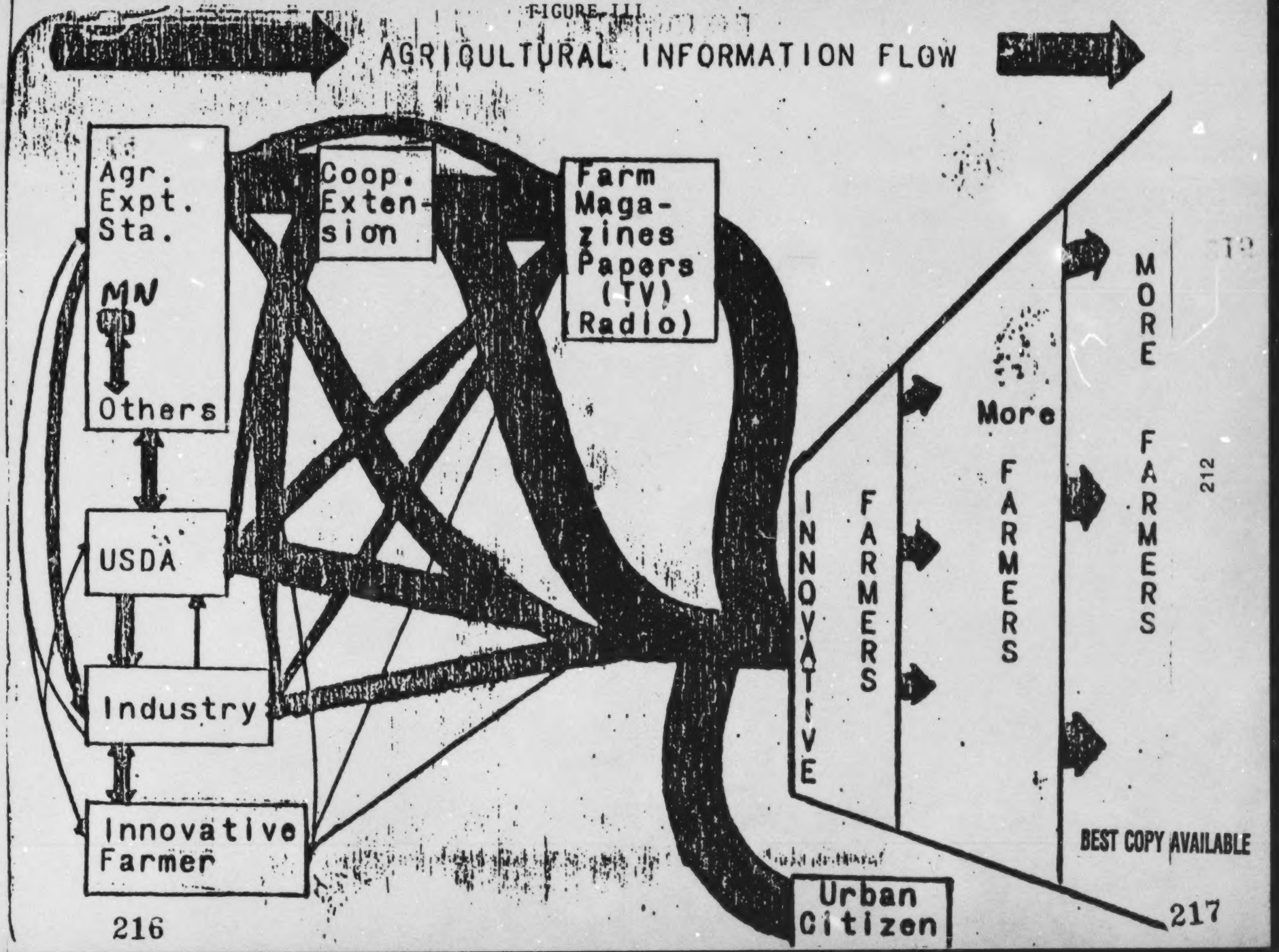
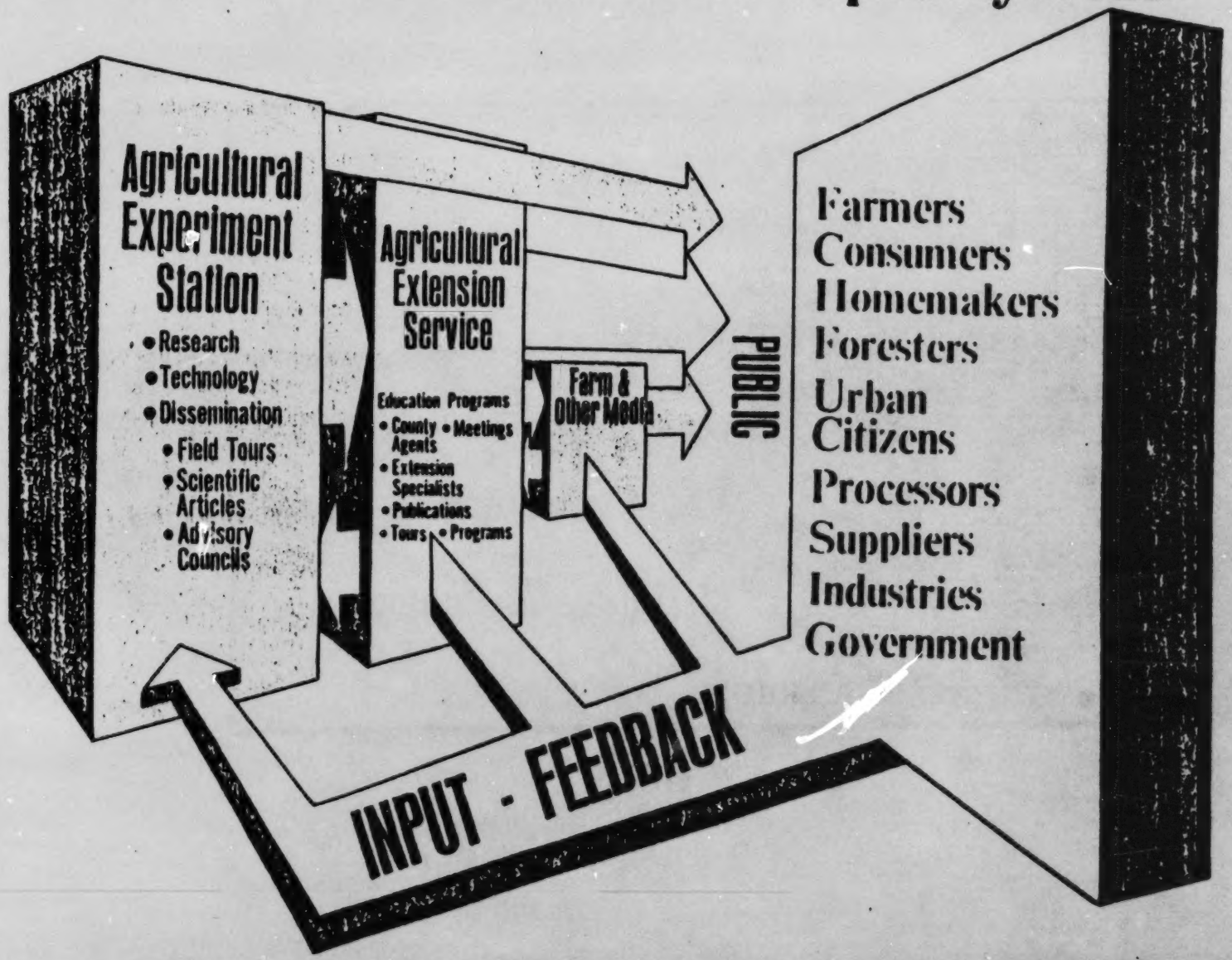

AGRICULTURAL INFORMATION FLOW
Agr. Expt. Sta.
MN
Others
Coop. Extension
Farm Magazines Papers (TV) Radio)
USDA
Industry
Innovative Farmer
216
INNOVATIVE
FARMERS
More
FARMERS
MORE
FARMERS
212
Urban Citizen
217
BEST COPY AVAILABLE

FIGURE IV

Information Transfer: An open system



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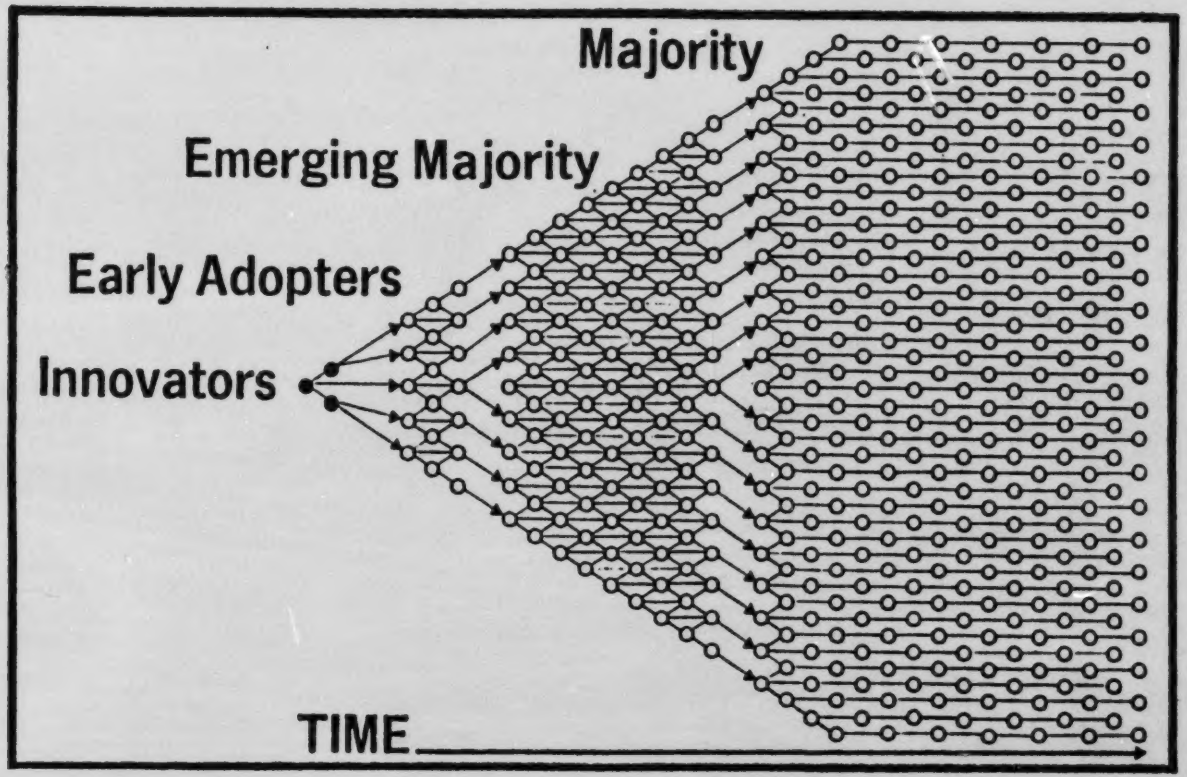
219

213

FIGURE V



Early Adopters Spread Innovation

FIGURE VI

Classical Steps to Adoption

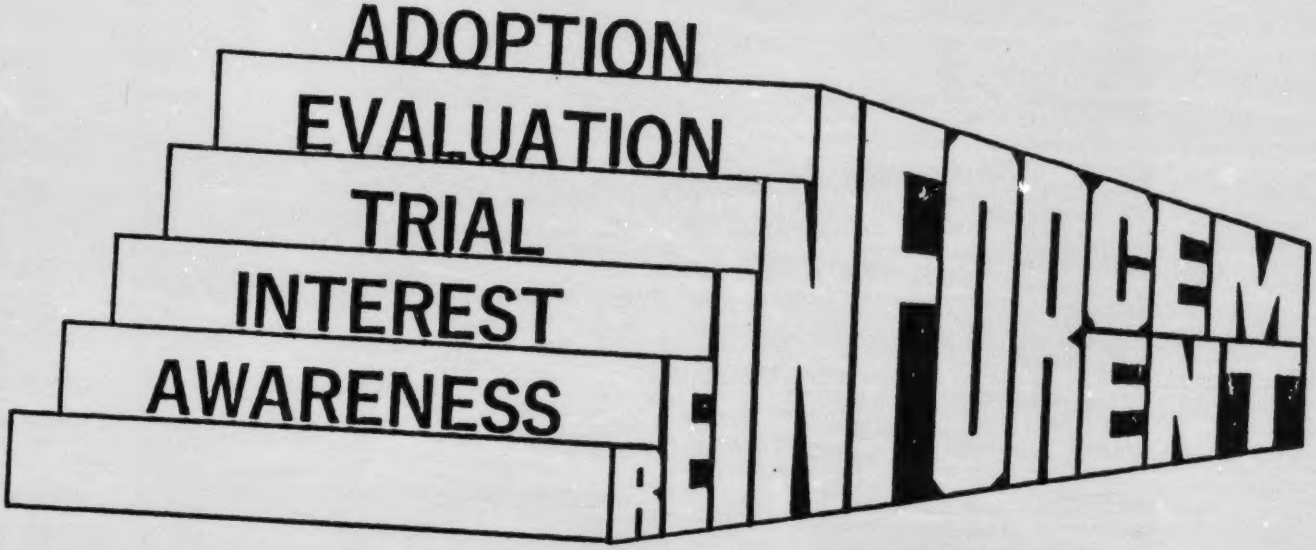


FIGURE VII

Public Expenditures for Research and Extension*

Topic	Research	Extension
Natural Resources	(%)	(%)
Forestry	12	3
Crops	14	2
Animals	32	20
People, Communities & Institutions	20	10
Competition, Trade	9	55
General Resources/ Technology	5	8
	8	3

*from traditional agricultural resources

FIGURE VIII

The Two Worlds of Science

The Physical and Biological Sciences

The Social Sciences, including Education

The Hard Sciences

The Soft Sciences

The Simple Sciences

The Complex Sciences

The Natural Sciences

The Sciences

The Sciences

The Humane Sciences

The Interventional Sciences

The Sciences

The Sciences

The People Sciences

FIGURE IX

EXTENSION EDUCATION

Information Supplier?

People Changer?

Synergy and Synthesis; Graduate Level Education in Extension...

A Look at the Future Direction of Graduate Level Education in Extension

Introduction

It's exciting to be involved with the North Central Extension Region again. Much of my life and Extension career has taken place in three of the States -- Nebraska, Wisconsin, and Illinois. And it's a real privilege to assist with a workshop with a group of people I have considered as my co-workers for so many years. This series of staff development programs approved by the North Central Extension Directors also reminds me of a series of workshops I helped to initiate for the middle managers of this region. So needless to say I know where you are coming from and commend you for focusing your efforts on yourselves as leaders of graduate programs as well as the key issues associated with Extension faculty development through graduate level education.

My assignment today is challenging and I hope not to get "hung up" on Synergy and Synthesis as I take a brief look at the future direction of Graduate Level Education in Extension. I'll put forward definitions of synergy and synthesis for you all (that's Texas talk) to utilize and spend most of my time on outlining some thougnts you may want to consider as you look ahead:

Denzil O. Clegg Associate Administrator, Extension Service, USDA

Synergy - combined or correlated action of two or more organism together to achieve an effect of which each individually is incapable (cooperation). Synergism -- a united action of differing agents producing a greater effect than the sum of various individual actions. Synergistic -- working together toward a common end.

Synthesis -- the combining of separate elements or parts to form a coherent whole. Synthesize -- to combine or adapt to attain a particular effect.

Looking ahead, your challenge will be to take the information you have developed at this workshop and with the assistance of your teaching, research, and Extension faculty search for ways to strengthen Graduate Level Education in Extension. You can't do it alone so you must be a leader in putting synergy and synthesis to work through cooperative efforts.

This presentation could be called a 2-S framework for thinking. Those of you who have read In Search of Excellence, Lessons from America's Best-Run Companies will recall the 7-S framework of organization. The authors calling the S's the hardware and software of organization identify the elements of their framework as follows:

Hardware -- strategy and structure

Software -- style, systems, staff, and shared values

This book is an excellent resource for thinking about the future. And the eight attributes discussed that characterize the distinction of excellence and innovation in companies can be used as guidelines for your work as you develop and maintain quality in your graduate programs.

When we start thinking about the future, our thoughts can travel many routes.

For example, that famous futures thinker Woody Allen states:

> "More than any other time in history, mankind faces crossroads. One path leads to despair and utter hopelessness, the other to total extinction. Let us pray we have the wisdom to choose correctly."

I don't know how many of you have followed futures research and strategic planning. They are concepts receiving more and more attention at the national level as we address the policy issues associated with setting the priorities for the current and future use of resources.

The most discussed works in thinking and planning for the future in John Naisbitt's Megatrends who believes the most reliable way to anticipate the future is by understanding the present. You will also be pleased to know that he doesn't look to Washington or New York to see where trends start. He states, "We have discovered that trends are generated from the bottom up, fads from the top down." (page 4). And as you know, he doesn't see all that much happening in the states represented in this room. Megatrends is an excellent book and I am indebted to Director Oschwald who suggested it was a book of significance to Extension. And I would add, our system of Extension education working in the counties across this nations has and can set trends that make a difference to the people we serve.

Strategic Planning

Strategic planning is concerned with mission and goals, resource allocation, management processes and strategies. You all are well aware of some of the strategic planning efforts taking place that are designed to prepare Extension for the future. I'll show you a copy of the various reports or documents developed for the Cooperative Extension system as well as other pieces of work

you may want to consider as you focus on the various aspects of your graduate programs. programs.

1. Extension in the '80s, A Perspective for the Future of the Cooperative Extension Service.
2. Challenge and Change... A Blueprint for the Future -- Extension Service, USDA.
3. Challenge and Change...Extension Service Functions and National Program Leader Roles.
4. Agricultural Research Service Program Plan.
5. Human Capital Shortages, A Threat to American Agriculture.
6. FY 1985 Priorities for Research, Extension and Higher Education, Joint Council on Food and Agricultural Sciences.
7. Agricultural Research,Extension, and Education Recommendations -- Report to the Secretary by the National Agricultural Research and Extension Users, Advisory Board.
8. A Nation at Risk, The Imperative for Educational Reform
9. Agriculture in the Twenty-First Century.

Perceptions

In preparing for this presentation, I asked several Extension Directors and ES Staff members for their views on graduate level education in Extension. Their perceptions of what is needed in the future are interesting to consider:

1. Tell them to be more futuristic--stretch more as individuals and as a group.
2. Develop a curriculum that will help staff work effectively in an ever changing, competitive environment including course work in political science and use of electronic technology.

3. Promote the concept of Extension as an organization which integrates and coordinates its program expertise (Ag, NR, HE, 4-H, CD) and administrative and management capabilities (budget, civil rights, etc.) to identify and address priority issues within a comprehensive problem-solving framework.

   -- Although each program area may have some unique concerns and operations, interdisciplinary work on joint concerns increases CES potential for making significant impact.

   --Resources will rarely, if ever, be adequate to meet perceived optional program input needs. Integrated and coordinated efforts can help get more mileage from limited resources.

4. Emphasize the new accountability and evaluation system (part of many Extension courses) is based on the total program development process. Extension's primary reason for being is still to meet the needs of people at the grassroots. The A&E system is a means to that end.

   --We <u>do</u> need to provide staff training in evaluation methodology. But caution against evaluation " becoming the tail that wags the dog" (rather than meeting the needs of people through their involvement in program development).

5. Point out that in pre-service undergraduate training, strong technical training is to be encouraged, but students need course work in educational methods. Many new employees do not have the educational background to be effective in program development including evaluation or in group process which involves both teaching in group settings and working with advisory committees.

6. Suggest graduate programs should broaden curriculum. Development of expertise--whether in subject matter, Extension education, administration, management, personnel--needs to move beyond exposure to traditional Extension thinking to include emphasis on public administration and other course work which approaches concerns relevant to Extension from a non-Extension perspective.

   --Graduate students coming up through the ranks in Extension, especially if their only professional work is in Extension, need mind-stretching exposure beyond traditional Extension thinking.

   -- Graduate students interested in extension, but whose professional experience is not in Extension, need exposure to "traditional" Extension.

7. Challenge group to consider that because of the demand for high-level technical expertise at all levels of CES staffing, including field work, serious thought ought to be given to Extension education as a <u>minor</u>, rather than major, field of study.

<u>Challenges</u>

Development of Knowledge. The graduate degree is perceived by many as a research degree. Research is an important role of a comphrensive graduate program because its through research that our knowledge is advanced on administration, adult learning, program development, evaluation, and the many policy issues being addressed by decisionmakers. At the national level we are especially interested in having information that will help us articulate current and emerging issues/problems/needs as they relate to the role of the Federal government in supporting the programs of the Cooperative Extension

system. Currently, we are addressing such areas as EFNEP, soil and water conservation, volunteerism, natural resource utilization, systems approaches to agriculture, support for state and local government, and electronic technology. Dr. Greenwood is interested in addressing a very interesting issue of Extension's responsibility for applied research as the research community moves into more basic research.

Characteristics of "Effective" Leaders of Graduate Programs. Nearly every week the Extension Administrator's office is contacted for information on possible candidates for various positions in the Cooperative Extension system. When one of us asks about the qualifications required, the statement frequently contains the desire to have a person who is an effective leader. Graduate programs need effective leaders too. Thus, I would like to suggest several characteristics of effective leaders of graduate programs:

Clarity of direction. The mission of the program is clearly stated leading to clear-cut, achievable goals essential to the success of the organization.

Doers and thinkers (scholars if you will). This characteristic requires the ability to get the job done while at the same time posess the capacity to think big in moving through new challenges.

Comfort with change. Self-confidence is needed in dealing with uncertainties. Opportunities are discovered when confronted with new issues and a changing environment.

The list of characteristics could go on; however, effective leaders of graduate programs in Extension must be able to deal with rigid systems, isolation, "easy degree" pressures, and the stress associated with staffing reductions or realignments.

New Education Technology. New technology is waiting to be usefully integrated into the Extension education process. Computers, video-discs, television, satellite transmission, and other emerging forms of electronic technology will be the tools of the future to be developed to deliver cost effective programs. Your graduate programs won't have the capability of single-handedly producing students to master the modern equipment that might be available; however, as synergistic experts you should be able to identify the necessary elements of electronic technology within one or more institutions to form a coherent program for your students.

Public/Private Partnerships. One of the significant contributions of Extension in the '80s is a focus on strengthening the Extension partnerships. Six partnerships are identified. Five of the partnerships are largely public--Federal, State, county or local; research; and interagency. The private sector partnership needs to understand that the training and development of the volunteers and the utilization of private funding sources are basic to the success of the Cooperative Extension system. These partnerships are uniquely developed with strong trusting relationships among the volunteers, the institutions, and the various levels of government.

Extension forum. Extension staff, including you and your graduate students need an opportunity to meet with the leaders of other organizations, agencies, and institutions to have face-to-face discussions of issues of mutual concern. The concept of a forum needed in Extension today would provide a setting for dialogue, a meeting of minds, a chance to share perceptions, and reaching consensus on tough questions. Hopefully, what would develop would be an awareness of emerging problems and opportunities for innovation and creativity in programming.

Individual Development Plan. I would hope, even expect, each of you have to have an annual and 4-year individual development plan. You can't count on your students, your co-workers, or your administration to keep you up-to-date or charged up with unlimited energy and enthusiasm.

Summary

The Cooperative Extension system of informal education exemplifies what synergy and sythesis is all about. It's strong system recognized throughout the world as a unique achievement in American education. To remain strong, this system needs new ideas, new leaders, new findings from research, and new methods to effectively meet current and emerging challenges.

Graduate Level Education in Extension needs to be on the cutting edge of helping to develop and maintain this strong system of education. You leaders of graduate level education are the hope, the optimism and the driving force that is so necessary for challenging us to new heights, and a bright future in the years ahead. The opportunities are there to be seized and exploited.

State Reports: Plans of Action

Alaska

Illinois

Indiana

Iowa

Michigan

Minnesota

Missouri

Nebraska

North Dakota

Ohio

South Dakota

Washington

Wisconsin

Puerto Rico

Action Plan: Alaska

The recommendations for the Alaska Cooperation Extension Service regarding faculty development through graduate level education include:

*Staff development needs to become a priority emphasis within CES; especially via budget support and non-sabbatical leave opportunities.

*The professional improvement plan needs to be strengthened by yearly review relative to performance education, personal goals, CES, University and divisional missions. This needs to ultimately tie to the program development process each faculty member uses in developing their plans of work.

*Faculty in supervisory positions need to increase or develop their counseling skills in a deliberate educational process.

*CES faculty need to become/continue involvement in academic discussions regarding course offerings of relevance within our University system.

*CES needs to review and modify, if necessary, its current staff development policy.

*Alaska CES needs to explore non-traditional means to be included in relevant graduate level education efforts.

*In finalization of the "Options Report" the implications of graduate level education potential needs to be considered. Particular attention needs to be focused on the research and graduate education interaction. Inherant in this point is joint appointments in relevant departments.

*Need to explore with other states the development of relevant courses, etc., that have potential for interstate utilization.

*Through the University students & assembly seek modification of the academic promotion policy with special emphasis on the definition of public service.

Action Plan: Illinois

Illinois has a flexible mechanism that provides Extension staff with an opportunity for graduate training at the master's degree level. The degree gives staff an alternative to those offered through the subject matter departments. It is meeting the need. The primary benefit to Extension with the Extension Education degree is the opportunity for staff/students to combine training in the disciplines of one of our academic departments with educational offerings in Extension processes. The degree, as a result of internal decisions, involves advising by selected faculty in departments as well as general oversight of each program by the State Leader of Extension Education. Concerns include:

1) Need to involve more faculty members from Extension administration to become directly involved in oversight of graduate training. (The breadth and size of the program currently is limited to the part-time efforts of one faculty member).
2) Need to take greater advantage of the potential benefits from research conducted by staff/students both in terms of those who are enrolled in the Extension Education masters program and those who may be enrolled in other graduate programs.
3) Staff/students at the University of Illinois do not currently have a viable alternative to obtain a doctorate in Extension Administration. There is interest among Extension staff for such an option. Moreover, there is a significant

and unmet need for such a degree that stems from the College's work in less developed countries.

4) There are real opportunities to expand on relationships with other units of the University through the vehicle of contract research. The need to obtain research findings on Extension impacts & Extension methods exceeds the capability of the organization. Furthermore, the credability of research findings often is enhanced by the fact that the research is conducted external to the organization.

5) There is need for considerable improvement in our counseling function.

The action plan as proposed by the Illinois team is to investigate the the feasibility of making progress in the five areas identified above.

Action Plan: Indiana

After making some comparisons and reviewing Indiana's Educational leave and general educational support program, we have determined that our current offering is quite gracious and sufficient to meet our needs. At present, we have no plans to reduce these benefits which support educational leave and tuition reduction, etc. Since it is our policy to employ individuals holding master's degrees whenever possible, our real question becomes one of what incentives can we provide for formal education above the master's for field staff members. This concern will be further researched and discussed in detail.

As for many states, now is a very unusual period in history for Indiana CES. We have recently added a new director of CES and are finalizing the process to complete a four-year plan of work, reviewing our operational structure, scrutinizing staff positions in respect to mission and description, and determining our emphasis and direction for the future. Without question, our staff development thrust for the years to come will be a major part of this review.

At present, we are quite pleased with the flexibility of our master's graduate program and see it satisfying most of our staff development needs. For this reason, we see no major changes in this area. As we look down the road, we expect some modification in the delivery of our graduate program by using closed-circuit television. We plan to carry several graduate level (both technical and process-oriented) courses over this state television network. This approach will assist us logistically as agents as well as other clientele may take several graduate level courses without driving all the way to Purdue.

Our television approach will still carry some type of on-campus experience to culminate the degree. We should also point out that we have several universities spread out through Indiana whereby staff members may culminate advanced degrees advantageous to their career development. This is not true for Agricultural degrees as Purdue is the only University offering such in the state.

Action Plan: Iowa

This North Central Regional Staff Development Conference has provided an excellent opportunity for us to reflect on our policies, practices and procedures related to graduate education and Extension staff development. We feel positive about many aspects of our environment at Iowa State University, including these points:

1. Graduate college admissions policies are not a problem for our staff.
2. Fairly strong application and recognition of teaching, advising and Extension functions in the academic departments, as well as the research function.
3. Consistency between philosophy and policy, as well as practice and benefits. We believe strongly in continuing graduate education for extension staff, our policies require this. We've been making an effort to provide off-campus courses in a variety of schedules and formats; and our benefits have been expanded to better support graduate education.
4. Positive climate per change, for improving our policies and practices. A number of us are relatively new in our current positions, including the Dean of Extension, an Associate Dean for Continuing Education, Extension Staff Development Leader, and Professors in Agriculture Education and Adult and Extension Education.

The following areas represent some of the ideas we plan to explore for that potential improvement.

Linkage Needs

1. Develop coordination mechanism among the departments offering both undergraduate and graduate courses - to avoid replication and maximize use of scarce resources.
2. Provide better support of specialists in departments in the form of materials they can use to clarify Extension roles, functions, and its importance in the land grant system with teaching and research faculty.
3. Encourage training and support committees to identify research needs, as well as priorities for programs, materials and in-service education.
4. Identify key "counselor" contacts in departments who can adequately counsel present or potential Extension staff.
5. Identify Extension faculty currently appointed to graduate faculty and provide information to program leaders, specialists regarding procedures for appointment to the graduate faculty.

Graduate Course Needs

1. Make individual contacts to secure relevant off-campus courses in formats accessible to Extension staff (both technical and process areas).
2. Encourage departments to develop longer-range plans for off-campus courses for better degree planning with staff and their supervisors.

Administrative Needs

1. Develop better tools and procedures to:

   .identify status of staff with respect to graduate degrees.

   .incorporate graduate education planning into long range professional development plans.

   .help staff become more aware of the opportunities (in and out of state) for graduate education and the supporting benefits.

2. Examine our policies and benefits in relation to our philosophy, as well as other policies/benefits and determine where changes may be merited. Possibilities include:

   .salary increments for advanced degrees.

   .study leave on campus for state specialists.

3. Explore possibilities of establishing a scholarship/fellowship fund with Epsilon Sigma Phi.

Counseling Needs

1. Develop better system to insure on-going communication with specialists in technical subject matter departments and area Extension Directors about Extension education courses which can help balance the content with process skills.

2. Secure better information about courses, degrees and support available work within our University and state, as well as nationally.

Action Plan: Michigan

Action Plans for Agricultural & Extension Education

1. Determine what are the flexibilities and requirements of other MSU departments regarding graduate programs. The purpose is to better advise students and to communicate course alternatives in Extension Education to science-oriented graduate programs.
2. Develop a system for continually monitoring the "degree" status and intentions of Extension field staff. This will entail working with regional supervisors and program directors in conducting, assessing and using this data to develop individual professional development plans.
3. Integrate graduate courses with inservice programs.
4. Explore ways for joint teaching/research ventures to better meet student needs with other campus departments. Discuss courses we or they could teach as service courses or cross list. Consider joint appointments.
5. Explore ways to collaborate with the Lifelong Education Program at MSU to offer graduate courses outstate or through alternative delivery systems.
6. Obtain and maintain a list of support-fellowships, scholarships, assistantships - available for Extension staff.
7. Learn from others who have developed graduate programs in Extension. Ask questions such as: what they would do, or not do, if they were to design a Extension Education program again.

Recommendations to NCDAPCC

1. Publish a list of fellowships and support available at different Universities and at the federal level for Extension Education.
2. Maintain an information network among State Extension staff development faculty.
3. Continue to support North Central Staff Development Workshops.
4. Support research (basic and applied, quantitative and qualitative) in areas of staff orientation and development, and communication techniques.
5. As we move more deeply into "high tech - high touch", more Agriculture Experiment Station funds need to be allocated to the "high-touch" or people - communication dimension.

Action Plan: Minnesota

Problems:

1. Availability of courses off-campus.
2. Density of Extension audience in off-campus locations.
3. Incentives for Extension staff to pursue graduate work.
4. Willingness of faculty to teach off-campus courses (e.g. dealing with barriers of travel time and recognition within the University system).
5. Appropriate lead time for off-campus program and course planning.

Solutions/Plans of Action

Problem #

1 a. Develop demand data and share it with departments offering courses demanded.

1,2,4 b. Cross list courses to take advantages of mechanisms and structures already in place.

2 c. Use technological advances to deliver courses (teleconference, computers, video tapes).

2 d. Involve agents in professional improvement committee in course and program development and in participant recruitment.

2 e. Require all new staff to take one graduate course that Extension specifies and pays for. Give existing staff the opportunity to do the same thing.

2 f. Provide courses that serve 4-H, Home Economics, Agriculture, community development agents together.

1,3 g. Consider weekend program and do more weekend courses

3 h. Provide $50.00/person/year for graduate course successfully completed.

3 i. Develop and provide scholarships and fellowships for graduate study.

3 j. Identify graduate courses as prerequisites for special in-service offerings.

3 k. Provide internships, coordinate position exchanges for staff.

3 l. Keep present policies (i.e. quarter leave every three years; $1000 salary increase; require degrees for promotion eligibility).

4 m. Provide faculty teaching off-campus courses with graduate assistant position.

4 n. Spread instruction over longer period of time.

4 o. Teach courses on campus in intensive blocks of time on a schedule that fits Extension agents' schedules.

3 p. Re-establish a sharing session at annual conference in which agents who have completed research connected with their degrees report their projects; build workshops around research projects completed by Extension staff.

5 q. Establish a schedule and procedure for course and program planning: Develop a four year plan and annual plans.

1) Collect needs data as part of the performance appraisal process (May-June).

2) Analyze data (July-August).

Identify high priority courses based on staff needs and organization priorities.

3) Meet with Extension and Academic committee to plan annual program for following year and to re-adjust current year's plan and 4-year plan (mid-Sept.).

4) Develop following year's plan implementation (Oct.-June).

Implementation Plan:

1. Analyze needs data.
2. Meet in Sept. to prioritize solutions and develop 4-year and annual plan.

Action Plan: Missouri

The Missouri team appreciates the efforts of the planning committee in making this conference a reality. We have found the sessions stimulating and rewarding. Thanks!

Missouri employment policies are designed so that field staff must have a Master's Degree in a subject area directly related to their assignment. State Specialists must have an appropriate doctorate to obtain an academic appointment within the University. As a result of our employment policies and current situation, we feel major changes are unnecessary.

Our current leave policies and financial support options appear to be adequate for staff choosing to pursue additional graduate level studies. A need identified by our team is for some type of incentive plan for those with advanced degrees to continue to pursue graduate studies. We are appreciative of the learning opportunities provided by Minnesota Extension Summer School and other special schools of this type. We need additional opportunities such as the special Extension schools to meet the needs of those with advanced degrees that are interested in pursuing formal learning.

We will share information obtained from this conference with the Director's Office and review our current situation relative to advanced training of staff. We will explore alternatives for building in an incentive plan for those with Master's Degrees and above.

Action Plan: Nebraska

The mechanism is in place at the University of Nebraska-Lincoln to implement the changes that we feel are necessary to improve Extension Education in Nebraska. The following recommendations may be realized through departmental graduate committees under present graduate college policy. We recommend a procedure or plan:

1. To increase awareness of graduate students concerning Cooperative Extension Service as a career opportunity.
2. To increase the knowledge of faculty advisors concerning career opportunities in the Cooperative Extension Service.
3. To establish a comprehensive list of graduate courses that would be appropriate for one who is interested in an Extension career.
4. To prepare a list of appropriate research topics to be shared with departmental advisors and graduate students.
5. To invite Extension staff members, who hold courtesy appointments in the Department of Agricultural Education, to serve as members of a resource unit for graduate study.
6. To encourage all graduate students interested in Extension Education to include communication and process skills courses in their graduate programs.

7. To explore non-traditional educational delivery systems such as the Wisconsin Alternative Masters Degree Program (WAVE).

The following recommendations may require Graduate College involvement through departmental graduate committees.

We recommend a procedure or plan:

1. To encourage the Graduate College to expand their outreach philosophy to fit the Land Grant College system model.
2. To explore an Extension option in the Department of Agricultural Education Master of Science Degree.
3. To encourage graduate students who are majoring in Agriculture or Home Economics to consider a program minor in Agricultural Education or Adult and Continuing Education.
4. To cross list selected graduate courses in Adult and Continuing Education, Agricultural Eduction, and Education and Family Resources.
5. To develop additional Extension-related courses.

Finally: We recommend that NCDAPCC pursue another 5 year plan for yearly North Central Regional meetings on staff development. Topics to include Program Development and how Extension can remain relevant in an ever changing world.

Action Plan: North Dakota

.Recognize that a considerable number and range of graduate level opportunities already exist on the NDSU campus.

.Inform field staff of opportunitites and encourage them to explore possibilities for graduate study.

.Inform District Directors more fully, and gain their involvement in supporting and guiding field staff in their exploration of graduate programs.

.Make pay scale for beginning Extension workers adequate to attract those who will qualify for graduate school.

.Inventory existing staff with respect to graduate degrees. Examine job descriptions and degree requirements for compatability and congruity. Project manpower/staffing requirements for future, and analyze graduate training needs to equip staff for future roles.

.Strengthen present and establish new liaison links with instructional units on campus. Explore possibilities for reciprocal working relationships between Extension Service and instructional units.

Action Plan: Ohio

1. Disseminate recruitment brochures to other states.
2. Encourage policy to provide incentives for masters-plus hours of graduate study.
3. Develop an EdS (6th year) program.
4. Encourage communication with other departments with vested interests, e.g., Home Economics Education.
5. Designate a liaison with other departments, that is an Extension employee, to explain Extension Education to undergraduate and graduate students.
6. Institute alternative programming, e.g., 3-week summer school.
7. Establish post-doctoral offering.
8. Re: Admission -- "If it ain't broke, don't fix it!
9. Address policy in employment of over-qualification for position.
10. Determine policy and procedures unique to international MS & PhD applicants.
11. Train network mentors in career counseling.
12. Communicate clearly the support of OCES for graduate study.
13. Review number and type of graduate courses.
14. Develop recommended course lists.

Action Plan: South Dakota

As a team, we are concerned about our state's Extension staff's involvement in graduate level education. We have moved in the past few years from a pro-active situation to one of no-position. This has been due, in part, to the advent of collective bargaining on our campus which indirectly affected some of our policies and it was probably an over-reaction.

In our state, we are proposing action that will facilitate the administratives staff's reconsideration of a positive position in relation to graduate eduction.

Our plan involves four steps:

1. Raise with the administrative staff a review of our current policy (or lack of) relative to involvement of field staff in graduate work. Facilitate the establishment of an updated policy supporting graduate education. This policy to be legitimized with Extension staff and Extension Boards.

2. Re-open discussion by the administrative staff of a system of promotion for field staff, including graduate degrees, and rankings of personnel and counties.

3. Conduct a planning conference with key university administrators (Dean of Graduate School, Dean of Home Economics, Assoc. Dean of Agriculture - Resident Instruction; Head, Division of Education; V. Pres. Academic Affairs; Director of Continuing Eduction; Home Ec Program Leader; 4-H/Youth Program Leader; Agriculture/Natural Resources Program Leader to review:

   a. Present graduate programs applicable to Extension Personnel.

   b. Policies encouraging/discouraging graduate study (accessibility of courses, etc.).

4. Establish training for District Supervisors and Program Leaders on a system for them to use in career counseling of staff.

Action Plan: Washington

The conference was helpful in several ways, particularly because it identified ways we can use to strengthen ACE as a professional "feeder" system for new faculty in Extension (which requires new agents to have earned a masters):

-Strengthen ties with other academic depts., as through action research/ demonstration projects.

-Collaborate with other states in developing regional training in administration/supervision/management.

-Build in more emphasis on "counseling" as a role of county agents

-Continue to support effots at WSU to:

-Build interdisciplinary graduate programs.

-Strengthen the application of the "farming systems approach to international-and domestic - Extension programs.

-Sustain a systematic internship program in Extension.

Action Plan: Wisconsin

To define the role of the Professional Development Office & others in graduate degree counseling especially for county agents, and other categories of staff.

4 Categories

1. Individual Professional Development Plans
   - -Combination of personal goals/career goals/strengths weaknesses & level of performance/plans of work; includes methods - inservice, grad-study, independent & self-directed study, field experiences.
   - -Updated yearly.
   - -Guidance/assistance through counseling.
   - -All categories of staff.
2. Counseling function:
   - -Defining who's involved - in WIS. team approach.
   - -Need to define the role/contribution each can make.
   - -Plan of work & performance evaluation processes provides the opportunity for counseling.
   - -Need to work with team members on HOW to counsel - techniques of counseling (defining career goals, strengths-weaknesses, learning styles) cooperative effort - towards self-direction/motive.
   - -1/2 day-day meeting w/ each district leadership team to discuss professional development needs of staff in district, counseling needed, inservice, etc.

3. Organizational incentives:

financial - fellowships, assistantships, loans, sabbaticals

liberal study leave policies.

recognition - paragraph in newsletter about new graduate.

additional responsibilities after graduate degree.

(these for all levels of staff)

4. Relationships with UW campuses and academic depts.:

Flexible MS degree program:

balance between technical subject matter of process.

research related to work in Extension.

Coursework available to Extension people (out in state):

intersession/summer schools (MESS) /off campus.

advanced planning.

Something in it for both - academic dept (students):

Extension (educ. of staff, building understanding).

Action Plan: Puerto Rico

A report to the Dean of Agriculture who is also the Extension Director of the highlights of the workshop with recommendations for application.

-A review of what we already have at present and where we are going. It seems appropriate at this time. Re-evaluate goals in a long range planning.

-Share with Staff members my learning experiences in the workshop and some of the attendees' concerns and issues.

-Fostering linkage between Extension, Research, and Faculty members in relation to mutual concerns and planning concerning staff development at the graduate level education.

-We already have a good and healthier working environment.

Evaluation

- Excellent Conference.

- This has been a stimulating conference, giving me the opportunity to seriously look at my own personal career objectives and need for continuing my own education.

- Keith Huston's presentation was especially well done and thought provoking.

- Regarding section I above - I've agreed for all issues. There is a need for a lot more information. I do not see this as conflicting with "increase in understanding of issue" and "better understanding of...alternatives." The workshop made a good start, but we can benefit from much more information.

- How about presentations/participation by people outside of Extension. Seems same people are always on the program. Team approach is very helpful.

- An excellent workshop.

- Good Conference! Workshop was well organized and stayed on time. Enjoyed renewing acquaintences and stimulation of conference topics. I received several good ideas.

- I question if we should spend as much as we did (for rooms) and not take advantage of the recreational resources. (Planned time for recreation, relaxation during daylight hours.)

- Good over-all conference on a difficult topic.

- I liked and benefited from panel on counseling most. Presentations were to the point providing a "philosophical base" plus "doable" ideas. State team and small group tasks are beneficial. Reduce amount of being "talked at." You did a marvelous job of putting this workshop together. It was well organized, ran smoothly and I enjoyed myself!

- Really enjoyed Harlan's "Theory-To-Practice" structure for his address on counseling. On the other hand the almost idiographic nature of institutional differences boggled my mind sometimes.

- Appreciate the attention to detail: proceedings, time for interaction, variety in program. Good conference!

- Excellent conference - some confusion at first on how to get here, where the meeting rooms were, where to register, tickets for meals, etc... Hotel personnel didn't seem to know any of this.

- Well done.

I.

Role of Graduate Education in Staff Development Programs

	SA	A	D	SD	DK	NA	Nothing
My Overall...	4	16	0	0	0	0	1
	19%	76%					5%
I Have...	3	15	2	0	0	0	1
	14%	71%	9%				5%
I Feel...	1	6	8	2	3	0	1
	5%	28%	38%	9%	14%		5%
The Workshop.	8	12	1	0	0	0	0
	38%	57%	5%				

Integration of Graduate Level Research and Extension Practices

	SA	A	D	SD	DK	NA	Nothing
My Overall...	2	16	2	0	1	0	0
	9%	76%	9%		5%		
I Have...	0	15	4	0	1	0	1
		71%	19%		5%		5%
I Feel...	5	6	7	0	2	0	1
	24%	28%	33%		9%		5%
The Workshop.	1	13	3	0	3	0	1
	5%	62%	14%		14%		5%

Counseling Role of Extension Staff Members Relative to Graduate Level Education

	SA	A	D	SD	DK	NA	Nothing
My Overall...	7	12	0	1	0	0	1
	33%	57%		5%			5%
I Have...	5	12	2	1	0	0	1
	24%	57%	9%	5%			5%
I Feel...	3	8	5	3	1	0	1
	14%	38%	24%	14%	5%		5%
The Workshop.	6	14	0	1	0	0	0
	29%	67%		5%			

Study Leave and Individual/Organizational Goals & Expectations

	SA	A	D	SD	DK	NA	Nothing
My Overall...	0	15	4	0	1	0	1
		71%	19%		5%		5%
I Have...	2	14	4	0	1	0	0
	9%	67%	19%		5%		
I Feel...	2	9	6	2	0	0	1
	9%	43%	33%	9%			5%
The Workshop.	1	13	3	1	1	0	1
	5%	62%	14%	5%	5%		5%

Graduate College/School's Policies/Expectations Relative to Extension Organizations Policies/Expectations

	SA	A	D	SD	DK	NA	Nothing
My Overall...	2	11	3	0	3	0	2
	9%	52%	14%		14%		9%
I Have...	3	12	1	0	4	0	1
	14%	57%	5%		19%		5%
I Feel...	2	6	5	2	2	0	2
	9%	29%	24%	9%	9%		9%
The Workshop.	4	11	1	1	2	0	2
	19%	52%	5%	5%	9%		9%

II. Workshop

1.	4	19%
2.	9	43%
3.	4	19%
4.	4	19%

1.	14	67%
2.	13	62%
3.	11	52%
4.	6	29%
5.	15	71%
6.	0	
7.	0	

NORTH CENTRAL STAFF DEVELOPMENT WORKSHOP

"EXTENSION FACULTY DEVELOPMENT THROUGH GRADUATE LEVEL EDUCATION"

EVALUATION OF WORKSHOP GOAL ATTAINMENT

TO PARTICIPANTS: PLEASE COMPLETE THIS FORM AND RETURN IT TO WORKSHOP CHAIRPERSON BEFORE YOU LEAVE ON WEDNESDAY NOON. AN ANNOUNCEMENT OF WHERE TO PLACE THE COMPLETED FORM WILL BE MADE AT THE FINAL SESSION. THANK YOU FOR YOUR COOPERATION.

DIRECTIONS: CROSS (X) OUT THE RESPONSE WHICH REPRESENTS BEST YOUR RESPONSE TO THE STATED ISSUE.

SA - STRONGLY AGREE D - DISAGREE DK - DON'T KNOW

A - AGREE SD - STRONGLY DISAGREE NA - NOT APPLICABLE

I. MAJOR ISSUES	MY OVERALL UNDERSTANDING OF THIS ISSUE HAS INCREASED.	I HAVE A BETTER UNDERSTANDING OF THE ALTERNATIVE ACTIONS/POLICIES WE CAN PURSUE RELATIVE TO THIS ISSUE.	I FEEL I/WE NEED A LOT MORE INFORMATION ABOUT THIS ISSUE.	THE WORKSHOP SESSIONS RELATIVE TO THIS ISSUE/ WILL CONTRIBUTE TO MY (OUR) EFFORTS TO INFLUENCE OUR STATE'S POLICIES/ACTIONS.
ROLE OF GRADUATE EDUCATION IN STAFF DEVELOPMENT PROGRAMS	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA
INTREGRATION OF GRADUATE LEVEL RESEARCH & EXTENSION PRACTICES	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA
COUNSELING ROLE OF EXTENSION STAFF MEMBERS RELATIVE TO GRADUATE LEVEL EDUCATION	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA
STUDY LEAVE AND INDIVIDUAL/ ORGANIZATIONAL GOALS & EXPECTATIONS	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA
GRADUATE COLLEGE/ SCHOOL'S POLICIES/ EXPECTATIONS RELATIVE TO EXTENSION ORGANIZATIONS POLICIES/ EXPECTATIONS	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA	SA A D SD DK NA

II. WORKSHOP

IF A CONFERENCE SIMILAR TO THIS WERE TO BE HELD AGAIN, SHOULD IT BE HELD ON A UNIVERSITY CAMPUS OR OFF-CAMPUS? (PLEASE CIRCLE YOUR ANSWER.)

1. ON A UNIVERSITY CAMPUS
2. OFF-CAMPUS
3. DON'T KNOW

COMMENTS:

WHAT ARE THE THREE MOST IMPORTANT CRITERIA WHICH SHOULD GUIDE THE SELECTION OF A CONFERENCE SITE? (PLEASE CIRCLE THREE ITEMS.)

1. CONFERENCE ROOM(S)
2. LODGING ACCOMODATIONS
3. ACCESSIBILITY OF SITES FOR
4. OPPORTUNITIES OR SITES FOR INFORMAL SOCIAL INTERACTION
5. OVERALL COST
6. ATTRACTIONS FOR SPOUSE
7. OTHER - PLEASE SPECIFY:

OTHER COMMENTS (I.E.) WORKSHOP RESOURCE PEOPLE MATERIALS.

Cooperative Extension Service

Extension Faculty Development Through Graduate Level Education

North Central Regional Staff Development Workshop

August 8-10, 1983 Pheasant Run, St. Charles, Illinois

The following goals are established with you as participants:

1. To examine the role of graduate level education in staff programs (to specifically examine the role of graduate level education in developing management skills in extension education.)

2. To examine the appropriate way in which graduate level research programs and extension practices can enhance the purposes and function of each.

3. To describe the counseling role of various staff members including the basic structure of and the decision-making process related to graduate level education.

4. To discuss the major issues related to study leave and other policies which impact on the individual professional development goals and the goals/expectations of the organization.

5. To examine policies and procedures as they pertain to extension staff graduate programs.

6. To prepare a list of recommendations which may be utilized by the appropriate administrators and policy formulators to strengthen current program efforts.

Special Thanks

"A special thanks to all the people who helped make this workshop possible."

North Central Extension Directors

North Central Staff Development Planning Committee
- Dr. Edwin Amend, Administrative Liason, North Dakota
- Dr. Patrick Borich, Minnesota
- Dr. Harlan Copeland, Minnesota
- Dr. Frank Heitland, South Dakota
- Dr. Donald Swoboda, Nebraska
- Dr. Violet Malone (Chairperson), Illinois

Local Arrangement Committee (Illinois Extension Faculty)
Under leadership of Mrs. Pennie Crinion, Regional Director, Illinois

Cook County - Ms. Anna Hammond
Dupage County - Mr. David McMurtry & Mrs. Phyllis Toomire
Kane County - Mrs. Carla Fulton & Ms. Patricia Hernechack
Lake County - Mrs. Barbara Dahl & Ms. Linda Kuhn
Will County - Ms. Charlyn Fuchsen & Mr. Andrew Wicklein

Special Assistants
- Ms. Kathy Loughlin, Graduate Assistant, Extension Education, UIUC
- Mrs. Marisa Meador, Graphic Artist, UIUC
- Mr. John Avila, Graphic Artist, UIUC
- Mr. George Daigh, Executive Director, Illinois 4-H Foundation

and other donors (tba)

State • County • Local Groups • U.S. Department of Agriculture Cooperating
The Illinois Cooperative Extension Service provides equal opportunities in programs and employment.

Workshop

Monday, August 8, 1983

"Our Current State of Affairs"

7 a.m. **Breakfast:** on your own

8 a.m. **Registration** - GALLERY HALL

8:30 **General Session I** - REMBRANDT

Program Overview - Dr. Edwin Amend, North Dakota

"Greetings" - Dean John Campbell, College of Agriculture, UIUC

Keynote Address: "Graduate Education in the Development of Cooperative Extension Staff"
Dr. Clarence J. Cunningham
Ohio State University

Buzz Groups for question formulation

10:30 **Break** - GALLERY HALL

11:00 **General Session II** - REMBRANDT

Moderator: Dr. Frank Heitland, South Dakota

"The State of the Art in the North Central Region"
The reports to focus on (a) current program, (b) existing Extension policies, and (c) the input of Extension staff in graduate program decisions. Written reports will be made available.

12:15 **Lunch:** on your own

1:30 p.m. **Workshop Issue Sessions**

These sessions are designed to allow for an indepth exploration of selected issues in graduate education. Five concurrent workshops are offered. These sessions will be repeated based on pre-workshop sign up.

(a) **"Contents of Extension Graduate Education Program"**
Ideas about case courses, theory and practice, flexibility and curriculum depth and breadth.
Presider: Mr. Andrew Wicklein
Dr. Jerald L. Apps
University of Wisconsin
REMBRANDT

(b) **"Working with Departments and Academic Units Offering Graduate Level Extension Education"**
Techniques for curriculum changes and modification.
Presider: Ms. Anna Hammond
Dr. Roger Lawrence
Iowa State University
VERMEER

(c) **"Extension Schools and Off-Campus Courses"**
A look at the potential for inter-institiutional work with short term graduate courses and the value of off-campus correspondence, Telenet computer based.
Presider: Mr. David McMurtry
Dr. Patrick Borich
University of Minnestota
REMBRANDT

(d) **"Incentives for Graduate Study "**
A look at hiring practices and graduate study as a means of broadening experiences, and updating competencies for the purpose of assisting the professsional to grow and continue to be productive .
Presider: Ms. Charlyn Fuchsen
Dr. Karen E. Craig
Purdue University
GAUGUIN

(e) **"Alternatives to Graduate Level Learning"**
A discussion on non-degree approaches to continuing education including credentialing pro's/con's study leaves, study tours, etc.
Presider: Mrs. Phyllis Toomire

Dr. William Metcalf
University of Minnesota

SUITE

4 p.m. **State Group Meetings** - REMBRANDT

Time made available for state teams to assess information collected in the workshop and to determine the need for additional information in the following sessions.

6 p.m. **Planned Dinner and Hospitality Evening**

"Wind-up/Wind down on the St. Charles Belle", Paddle Wheel Boat Cruise on the Fox River
Mrs. Carla Fulton, Coordinator

Meet Key Extension Leaders and Supporters

Hosts: Illinois Extension Faculty, Local Arrangement Committee

Tuesday, August 9, 1983

7 a.m. **Breakfast:** on your own

8:30 **General Session III** - REMBRANDT

Presider: Dr. Violet Marie Malone
University of Illinois

"Graduate Education Policies, and their Influence on Curriculum"
A dialogue on the issues and concerns which govern the decisions related to quality education.

A. Extension Perspectives: Director Norman Brown
University of Minnesota

B. Academic Perspectives: Dean Helen Peterson
University of Illinois

Small Group Interaction and Feedback

10:45 **Break**

11:15 **State Team Meetings** - REMBRANDT

12:30 **Lunch:** on your own

2 p.m. **General Session IV** - REMBRANDT

Presider: Ms. Patricia Hernecheck

"The Role of Counseling"
A focus on the broad view of counseling both as administrator and as significant others in individual decision making regarding career development.

Resource Person: Dr. Harlan Copeland
University of Minnesota

Reactor Panel: District Director; Mrs. Pennie Crinion, University of Illinois
Program Leader; Dr. Barbara Froke, South Dakota University
Academic Level; Dr. Jake Wamhoff, Michigan State University
Staff Development Leader; Dr. Terry Gibson, University of Wisconsin

Summary of Counseling Situation Statements

4:30 **State Group Meeting** - REMBRANDT

Time made available for team members to prepare a draft of final report relative to a committment to recommend a course of action to decision makers regarding workshop topic. A one-page "highlight of concerns/issues" should be prepared to share with participants.

6:30 **General Session V** -WILLIAMSBURG, Planned Dinner (cash bar)

Presider: Dr. Donald Swoboda
University of Nebraska

"Role of Graduate Level Education in Developing Management Skills in Extension Administration"

Vice Chancellor Patrick G. Boyle
University of Wisconsin

Participant-Speaker Interaction

Wednesday, August 10, 1983

7:30 a.m. **General Session VI**, Planned Meal - NEW ORLEANS

Presider: Dr. Patrick Borich
University of Minnesota

"Research and Practices: Cooperation or Competition"
A focus on strategies to bridge the gap between theory and practice. Emphasis to be placed on the land grant philosophy of problem solving and knowledge transfer.

Discussants:
"Research"; Dr. Keith Huston, Director at Large, NC Association of Agriculture Experiment Stations
"Extension"; Dr. William Oschwald, Director CES, Illinois

Small Group Interaction

9:30 **Break**

10:00 **Report** of State's action plans and recommendations to NCDAPCC that impact training/education in the Region

11:45 **General Session VII** - REMBRANDT

Presider: Dr. Constance McKenna, SEA--USDA

"Synergy and Synthesis: Graduate Level Education in Extension".
A look at the future direction of Graduate Level Education in Extension.

Dr. Denzel Clegg
SEA—USDA

12:30 **Adjourn**, Dr. Edwin Amend, North Dakota

Who's Who

Dr. **Jerald L. Apps**, Professor, Adult Education, Wisconsin
Dr. **Patrick Borich**, Associate Director, CES, Minnesota
Dr. **Patrick G. Boyle**, Chancellor, UW-Extension, Wisconsin
Dr. **Norman Brown**, Director, CES, Minnesota
Dr. **John Campbell**, Dean, College of Agriculture, UIUC
Dr. **Denzel Clegg**, Deputy Director, SEA—USDA, Washington, D.C.
Dr. **Karen E. Craig**, Assistant Director, CES, Indiana
Mrs. Pennie Crinion, Regional Director, CES, Illinois
Dr. **Clarence J. Cunningham**, Assistant Director, CES, Ohio
Dr. **Barbara Froke**, Program Leader, CES, South Dakota
Dr. **Terry Gibson**, Staff Development Leader, CES, Wisconsin
Dr. **Keith Huston**, Director at Large, Ohio
Dr. **Roger Lawrence**, Proffessor, Adult Education, Iowa
Dr. **William Metcalf**, Assistant to the Director, Minnesota
Dr. **William Oschwald**, Director, CES, Illinois
Dr. **Helen Peterson**, Assistant Dean, Graduate College, UIUC
Dr. **Jake Wamhoff**, Staff Development, CES, Michigan